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The Commonwealth of Massachusetts

ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

FOR THE YEAR ENDING NOVEMBER 30, 1929

ISSUED IN ACCORDANCE WITH SECTION 2 OF CHAPTER 69
OF THE GENERAL LAWS

PART I

PUBLICATION OF THIS DOCUMENT APPROVED BY THE COMMISSION ON ADMINISTRATION AND FINANCE

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———— ————, *Assistant, Field of Household Arts Schools and Departments*
VERNA PAYSON,[1] *Assistant, Field of Household Arts Schools and Departments*

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M. NORCROSS STRATTON, *Co-ordinator, Teacher-Training and Supervision, and Fields of Industrial Schools for Boys and Men and Continuation Schools for Boys*
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FREDERICK A. COATES, *Assistant, Field of Industrial Schools for Boys and Men*
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[1] By special assignment.

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E. LOUISE JONES, *Field Library Adviser*
EDNA PHILLIPS, *Supervisor, Library Work with Foreigners*

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Term expires

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Term expires

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Term expires

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1931. FRANK GERRETT, Greenfield
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1932. CARLTON D. RICHARDSON, West Brookfield
1933. DAVIS R. DEWEY, Cambridge
1933. JOHN F. GANNON, Pittsfield
1934. GEORGE H. ELLIS, West Newton
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1935. NATHANIEL I. BOWDITCH, Framingham
1935. FREDERICK D. GRIGGS, Springfield
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ROBERT D. HAWLEY, Amherst, *Secretary*
FRED C. KENNEY, Amherst, *Treasurer*
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HENRY W. NICHOLS, *Principal*

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1930. John S. Brayton, *Vice-President*, Fall River
1931. Peter H. Corr, *Vice-President*, Taunton
1931. John Goss, *Treasurer*, Fall River
1930. William Hopewell, *Clerk*, Fall River
1930. Frank L. Carpenter, Fall River
1930. George D. Flynn, Jr., Fall River
1931. Thomas B. Bassett, Fall River
1931. Edmund Cote, Fall River
1931. Richard G. Riley, Fall River
1932. Arthur S. Phillips, Fall River
1932. Edward B. Varney, Fall River
1932. James Tansey, Fall River
1932. Frank E. Arnzen, Fall River
1932. James W. Anthony, Fall River

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Term expires
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1930. Edward B. Wentworth, Malden
1930. Philip S. Marden, Lowell
1931. Hugh J. Molloy, Lowell
1931. Joseph A. Gagnon, Lowell
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1931. Ralph K. Hubbard, Webster
1931. Thomas T. Clark, Billerica
1932. Irving Southworth, Andover
1932. Frederick A. Flather, Lowell
1932. Nellie C. Boutwell, Malden
1932. Henry A. Bodwell, Andover
1932. Edward M. Abbot, Westford

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Maud L. Clark, *Treasurer*

Trustees

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Ex officio Allen P. Keith, *Superintendent of Schools*

Term expires
1931. Abbott P. Smith, *President*, New Bedford
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1929. Frederic Taber, New Bedford
1929. John L. Burton, New Bedford
1929. Joseph H. Handford, New Bedford
1929. Thomas F. Glennon, New Bedford
1929. John Sullivan, New Bedford
1930. Joseph W. Bailey, New Bedford
1930. Charles M. Holmes, New Bedford
1930. Lewis E. Bentley, Fairhaven
1930. Charles F. Prior, Fairhaven
1931. George Walker, New Bedford
1931. Samuel Ross, New Bedford
1931. Frederick W. Steele, New Bedford
1931. Elton S. Wilde, New Bedford

ANNUAL REPORT

REPORT OF THE COMMISSIONER

Legislative Proposals, 1930

The Department of Education presents the following recommendations for legislation as set forth in the drafts of bills submitted to the General Court:—

1. *An Act Permitting the Investment of the Funds of the Teachers' Retirement System in Securities in which are Legal Investments for Savings Banks and also the Deposit of the Said Funds in Saving Banks.* — Members of the Association are required to pay assessments of 5 per cent of their salary, with the provision that the maximum annual assessment shall be $100 and the minimum annual assessment $35. The fund created by these assessments is referred to in the law as the Annuity Fund. This fund is in the custody of the State Treasurer, and at the present time it can be invested only in accordance with the laws governing the investment of sinking funds. The investments made during the past year have yielded only about 4¼ per cent interest. The proposed legislation is recommended in order that a higher interest return may be secured. The average income received by savings banks on their investments during the past year was about 5.6 per cent, and the average rate paid by savings banks during the past year was about 4.75 per cent.

2. *An Act Providing that any Deficiency in the Annuity Fund for Active or Retired Members under the Teachers' Retirement Law Shall be Made Good by the Commonwealth.* — The Teachers' Retirement Law applies to all cities and towns in Massachusetts except Boston. The members of the Association are required to pay assessments to the Annuity Fund which fund is in the custody of the State Treasurer. The law provides that in case of resignation or death before retirement, the amount to the credit of the members shall be returned. Upon retirement a member receives the annuity which his contributions with interest will purchase based on regular life insurance tables. There are now 1,150 retired members, and with such a limited number on the retired list there is bound to be considerable variation between the actual number of deaths and the expected deaths based on the mortality table used. This variation will result in a deficit occurring at times in the Annuity Fund.

It would seem that it was the intention of the law to have the fund guaranteed by the Commonwealth. In fact, there is such a provision in the three following laws, which are similar in principle to the Teachers' Retirement Law:

Retirement Law for State Employees, G. L., chap. 32, sec. 4 (2) B(b).
Retirement Law for County Employees, G. L., chap. 32, sec. 24 (2) B (b).
General Retirement Law for Cities and Towns, G. L., chap. 32, sec. 30 (2) B (b).

It is, therefore, recommended that, in case a deficit occurs in the Annuity Fund for active or retired members, established by the Teachers' Retirement Law, the deficit shall be made good by the Commonwealth.

3. *An Act Providing Sabbatical Leave to Teachers of the State Normal Schools.* — The practice of providing sabbatical leave to teachers that they may better perform the task for which they are employed is increasing throughout the United States. Provisions have been made whereby many colleges and city school systems grant a year's leave of absence with half-pay to teachers once in seven years. It is recommended that the General Court pass a law authorizing the Department of Education to grant leaves of absence for teachers in the State Normal Schools, provided, the teacher has been in the service of the State Normal Schools for six years, and provided, that the leave of absence shall be granted only for the purpose of professional study and improvement. If a leave of absence extends for an entire year, the department would be authorized to grant half the annual salary of the instructor, while a leave of absence of a half year might be granted with the full salary for that period. A teacher granted a leave of absence under the provisions of this act would be expected to continue in the service of the State for a period equal in length to twice the length of the leave of absence granted. A teacher who did not continue in service after such leave of absence would be required to return to the State Treasury a sum of money proportionate to that received during the period of absence.

4. *An Act Relating to the Transportation of High School Pupils.* — Section 66 of Chapter 71 of the General Laws provides that, in case a pupil lives more than two miles from school and transportation is not provided, the parent or guardian of such pupil may appeal to the Department of Education, which may, after investigation, direct the town to furnish transportation for a part or all of the distance.

The above section applies in the case of a high school pupil attending school in the town of his residence. It does not apply in the case of a town having no high school whose pupils attend a high school in an adjoining town. The proposed amendment will more nearly equalize the opportunities for transportation afforded pupils both in towns having high schools and in towns not having high schools.

Compulsory School Attendance

In previous years the Department has recommended an amendment to the laws relative to compulsory attendance at school of minors over fourteen years of age. The Legislature of 1929 appointed a commission to study the question of increasing the educational requirements of the Commonwealth. The commission has reported a bill which is here summarized.

1. Raise the compulsory school attendance age to fifteen years and allow the superintendent of schools to transfer to the continuation or any other specialized type of school, on a full time basis, any pupil between the ages of fourteen and fifteen, who in his opinion, would be benefited by such transfer.

Exception: In case of economic necessity, allow the superintendent of schools to certificate a pupil fourteen years of age to employment, provided said pupil has completed the requirements of grade VI. Such pupil so certificated shall attend continuation school not less than four hours per week while employed and on a full time basis during unemployment.

2. Raise the grade requirement to grade VII, however, allowing the superintendent to certificate a pupil who has attended school for a period of not less than eight years and who has failed to meet the requirements of grade VII.

3. Allow the superintendent to certificate a pupil fifteen years of age to employment, provided said pupil has completed the requirements of grade VII (or attended school for a period of not less than eight years). Such pupil so certificated shall attend continuation school for a period of at least four hours per week while employed and on a full time basis during unemployment, until arriving at the age of sixteen years. This shall apply to cities and towns having 100 or more such pupils and may apply to any other town.

Permit any city or town to advance said continuation school requirements from sixteen to seventeen years.

4. Permit and encourage the local adoption of the principle of voluntary half-time schooling for minors fifteen years of age, who have completed the requirements of grade VII.

5. Provide that towns having 100 or more employed minors, between the ages of fifteen and sixteen, shall establish and maintain continuation schools. Allow any such towns or any other towns having a smaller number, to form continuation school districts. Any district thus formed shall establish and maintain a continuation school.

6. Provide the following scale of reimbursement (50%) for larger towns and cities to (100%) for small towns and towns comprising continuation school districts, based on present reimbursement law for vocational and continuation schools and tuition in high schools.

Towns having a valuation:

a. Over $1,000,000 . . . . . ½ reimbursement
b. Between $500,000 and $1,000,000 . . . ¾ reimbursement
c. Under $500,000 . . . . . full reimbursement

7. Provide that the above proposals shall take effect September 1, 1932, or earlier at option of local authorities.

DIVISION OF UNIVERSITY EXTENSION

HISTORICAL INTRODUCTION

Beginnings of University Extension in the United States

University extension, in the sense in which we now understand it, took root in America as an extension of the library services in some of the cities in America. Among the cities establishing such extension services were, notably Buffalo, Chicago, and St. Louis. In 1890 the movement had progressed far enough to warrant the formation of an organization supported by private subscription — the American Society for the Extension of University Teaching. New York was the first state to make an appropriation for university extension, and that state appropriated $10,000 in 1891 for this service. During the next ten years, university extension was tried as an educational experiment in a number of institutions; and after this period of experimentation, enough good results were realized to convince American lawmakers that this form of education should be supported by state taxation.

Growth of University Extension in Massachusetts

Popular education has always flourished in Massachusetts, and the people of the State have benefited by the extra-mural activities of college and university teachers. Some of the most famous lecturers in the days of the popularity of the Lyceum were natives of Massachusetts. In 1839 the Lowell Institute was founded, and has, from the first, been a powerful auxiliary factor in the education of adults in Boston. In most cities in Massachusetts, however, the field of educational opportunity for adults was relatively barren. A perception of the need for educational facilities for the men and women who, because of economic pressure, had to "learn while they earned," was felt early and capitalized by enterprising opportunists in the evolution of private correspondence schools.

Legislation Establishing Massachusetts College

Educators in Massachusetts did not, however, turn with enthusiasm to correspondence schools as in some other states. Some began to talk of a state university, while others who did not think it practicable to establish a state university proposed a new type of institution of higher learning. They proposed to establish the Massachusetts College, which was to fill the gaps in our educational system. In some respects it was a higher institution with its faculty traveling in a circuit. It would have been one of the most original and far-sighted attempts ever made in adult education. It was proposed under a legislative act in 1910 to establish a number of local college centers in the more important cities in the State. There was to be a central faculty consisting of heads of departments who were to administer the teaching and recommend appointments, and there was to be a central executive office in Boston, but no great central plant. Existing educational buildings in cities and towns were to be used. Sixteen college presidents expressed belief in the experiment and willingness to receive properly qualified students of the college in their junior years.

In 1910 the Massachusetts Legislature passed an act establishing Massachusetts College, but with the provision that the act should not become effective until a considerable sum was contributed for its endowment. The necessary sums were not obtained, so that Massachusetts College was never officially established.

Boston Commission on University Extension Courses

University extension, as an activity of the endowed colleges and universities in the vicinity of Boston, was organized in 1910 with the name of "Commission on University Extension Courses." This Commission had the financial aid of the funds of the Lowell Institute. The courses offered at that time were given mostly by professors and instructors from Harvard and Boston universities.

University Extension Committees Representing Colleges and Universities in Massachusetts

The discussion which attended the agitation to establish Massachusetts College with its centers for higher education in scattered locations in the Commonwealth increased the interest of the existing colleges and universities of the State in the extension of their educational activities. In the winter of 1914–1915, representatives of the more important colleges and universities in the State met in Boston to organize university extension work. As opinions were expressed at that time, the delegates felt that the colleges of the State should make themselves more useful to the public at large, and it was decided to divide the State into four sections for the purpose of organizing university extension courses. The first section was the eastern part of the State to be served by the "Boston group" of colleges and universities; the second section, centering at Worcester, was to be served by the higher institutions of that city; the third section, which comprises the Connecticut Valley, was allotted to the Connecticut Valley group of colleges, while the fourth section, which lies in the extreme western part of the State, was to be under the care of Williams College. Immediately following this division of the State into geographic sections, the designated institutions became active in offering courses for employed men and women.

ESTABLISHMENT OF STATE UNIVERSITY EXTENSION

The continued interest in the proposed activities of Massachusetts College and the agitation for a State university had another concrete result. While the colleges and universities of the State were unlocking their facilities and sending out their teachers to the people, the General Court was considering the enactment of a measure designed to establish university extension on a State-supported basis. The following important paragraphs are quoted from the act of establishment which was passed and approved in May, 1915.

> The ..... department ..... is hereby authorized to co-operate with existing institutions of learning in the establishment and conduct of university extension and correspondence courses; to supervise the administration of all extension and correspondence courses which are supported in whole or in part by state revenues; and also where that is deemed advisable, to establish and conduct university extension and correspondence courses for the benefit of residents of Massachusetts: provided, that nothing in this act shall be construed as giving to the said department or to the board of education the control or direction of extension and correspondence courses in agriculture or in subjects directly related thereto when these are administered under the direction of the Massachusetts Agricultural College. The said department, subject to the approval of the board of education, may employ such agents, lecturers, instructors, assistants and clerks, for whole or part time, as may be necessary for proper compliance with the provisions of this act. With the approval of the governor and council and of the board of education, it may rent suitable offices for the conduct of its work.
>
> The said department for the purposes of such university extension or correspondence courses, may, with the consent of the proper city or town officials or school committees, use the school buildings or other public buildings and grounds of any city or town within the Commonwealth, and may also use normal school buildings and grounds and, with the consent of the boards or commissions in charge of the same, such other school buildings as are owned or controlled by the commonwealth. City and town officials and committees are hereby authorized to allow the use of buildings and grounds under their charge by the department for the purposes of university extension or correspondence courses, subject to the rules and regulations which such officials or committees may establish: provided, however, that such use shall not interfere or be inconsistent with the use of said buildings and grounds by the public schools of the city or town. The department may also arrange for the use of such other buildings, grounds, and facilities as may prove to be necessary for the conduct of its work, and may expend in rent therefor such sums as may from time to time be necessary.

The organization of State-supported university extension courses began in November, 1915. A careful study was first made of existing educational institutions in the Commonwealth, to determine in what ways such institutions could co-operate with the State in offering these courses in important centers of population and for correspondence study. The first instruction was given by correspondence, but as the need became apparent, extension classes were formed.

In conducting correspondence courses there is little or no conflict with institutions supported by taxation in Massachusetts. Nearly all educational work of this kind offered previously in this State, except in subjects relating to agriculture, had been done by universities located in other states or by private institutions conducted primarily for profit. Large sums of money were spent every year in payment for these correspondence courses, and it was one of the objects in the establishment of State-supported university extension courses to give residents of the Commonwealth opportunities to receive education of this kind on practically a free basis. Another important consideration favoring the early development of correspondence courses was the obvious ease in securing a necessarily large staff of instructors for part-time services. Correspondence instruction can be given by teachers at times when they are not following a regular class program.

University extension classes are usually formed through the efforts of an interested individual or organization. They meet ordinarily once a week at a suitable time agreed upon by all persons concerned, in the late afternoon, evening, or on Saturday morning. Whenever it is practicable to do so, schools or other local public buildings are used as meeting places for University Extension classes. Libraries and school buildings have rooms which are usually well-suited for classes. Since the establishment of State university extension in Massachusetts, it has been a fundamental principle in its administration that the community receiving these educational advantages should provide, without expense to the State, the necessary housing services. In some cases, classes have been organized in shops and factories, particularly for the accommodation of those employed in these places.

Funds Available for University Extension

In the first years following the establishment of university extension as a State activity, the appropriations for conducting this work were inadequate, with the result that frequently in the two or three months preceding the end of the fiscal year in November there were insufficient funds for the instruction of all who wanted to enroll in classes and in correspondence courses. It was necessary, therefore, to establish waiting lists of those applying for enrolment; and it was not unusual for such waiting lists to be established early in October. This arrangement was particularly unfortunate, for the reason that the months of October and November are in the season of the year when most employed men and women are casting about for suitable opportunities for winter study. In fact, when a class is open for enrolment early in October, it is likely to receive an enrolment two or three times as large as if the same subject is offered for enrolment in December or January. In recent years, the university extension courses have had more adequate funds so that this difficulty has not arisen of late.

Co-operation with Colleges, Universities, and Public Schools

Without the co-operation of the faculties and administrative officers of the colleges and universities, the State University Extension activities could not have attained their present success. The instruction in nearly all the important subjects of college grade is given by members of the faculties of the institutions of higher education. All the colleges, universities, and technical schools of collegiate grade in the Commonwealth have co-operated by permitting the members of their faculties to give university extension courses; and it is not the custom of these institutions to suggest for work of this kind inexperienced or inadequately trained men. Usually, the institutions when approached for such services have recommended and tried to furnish their best lecturers and teachers. Some institutions, notably Harvard University and Massachusetts Institute of Technology, have made available for university extension courses large lecture rooms in their buildings, which are easily accessible to important lines of transportation.

Without the co-operation of the local school and other authorities, it would have

been impossible to offer class instruction in university extension courses throughout the state on the present extensive scale. In many places, the opening, heating, and lighting of buildings for the classes, entailed considerable expense, but everywhere the school committees, library trustees, and other public officials have been willing to provide accommodations for the people who were enrolled, most of whom were, of course, residents of the district in which the class was given.

In Worcester, the Classical High School building has been set aside for the use of extension students. This school is, therefore, locally known as a university extension center. People interested in extension classes may secure there, and at the office of the Superintendent of Schools at City Hall, the same information and direction as would be available at the State House. Similar facilities are provided in Pittsfield, Salem, Lowell, New Bedford, Fall River, and other cities and towns. In Springfield, the Department of Education maintains an office which is in charge of a woman who gives all her time to the organization of university extension classes. In that city, the Central High School has been made available for these classes which are offered for the benefit of the residents of the Connecticut Valley.

Annually the Department of Education publishes special bulletins announcing the regular university extension classes which will be offered locally in the large cities during the school year. This definite information as to time and place of meeting for all such classes is of considerable assistance to those who are arranging their affairs so that they can enroll in educational courses of interest to them.

Report of Commission on Higher Education

In 1922 the Legislature created a "commission for an investigation relative to opportunities and methods for higher education in the commonwealth." In the course of its labors the Commission made a survey of university extension in its bearing on the main question. As a result of its findings the Commission suggested in its report "that much should be done by the Division of University Extension in the field of home economics, particularly in the great industrial centers. There are many other fields of education helpful to the people which this division could economically and efficiently cultivate to the great advantage of the Commonwealth. It should have larger appropriations in order to render the needed service."

A majority of the members of the Commission signed a report in favor of the establishment of a State-wide system of junior colleges. By this plan the first two college years would be brought within reach of every high school graduate in the State. Working on lines which parallel the suggestion, the division has from time to time established series of first-year college courses in convenient centers. The courses offered were English literature and composition, economics, French, Spanish, college algebra, trigonometry, and American history.

The report of the Commission further states:

> This brief outline of the extension division activities indicates clearly that the division has met very satisfactorily the long felt need of citizens in the State for educational facilities through extension classes and correspondence courses. The division has endeavored to reach the greatest possible number of people in all sections of the State and has offered to them a great variety of courses touching both their cultural and vocational needs. What seems especially gratifying is that through the use of local facilities the division has been able to accomplish these great results at a very low cost to the State.
>
> Attention should, however, be called to the fact that as yet the extension division has not developed so diversified a program of university extension as is found at a number of state universities in other parts of the country. Only a small beginning has been made in visual instruction and a community lecture service. Nothing is being done in library package service except by the division of public libraries, which distributes books costing approximately $8,000 per annum to local public libraries. Other fields of university extension work found in many states include bureaus of municipal reference, social service institutes, commercial and industrial relations, school debating and public forum service, and service to such organizations as women's clubs and parent-teacher associations.

Aside from the need of more education generally, probably the chief factor in the growth of university extension in Massachusetts has been the consistent aim of the Department of Education to discover as exactly as possible what the people of the State want, followed by the equally consistent attempt to give them as effectively as possible what they want. The Department has felt, without any suggestion of condescension, that the people can be trusted to want nothing that will be unworthy or inconsistent with sound educational principles. Hence, there have been no autocratic rules nor artificial standards established. The subject matter of extension courses has been shaped regardless of academic conventions, and instructors have been selected primarily because of their ability to give the kind of teaching desired by the people rather than because of their academic degrees or institutional connections. In consequence of these various procedures, university extension in Massachusetts is flexible, responsive, and in demand by large numbers of people having widely varying interests.

Certificates for Students

Those who complete State University Extension courses receive certificates, stating the name of the course and the number of lessons covered. If the course is of college grade and has been given by a professor or instructor in a recognized college or university, a statement of college credits is added with the name of the instructor and of the institutions with which he is connected. When these college-grade certificates are presented at colleges and universities, in most cases full academic credit for advanced standing is given to the student. Definite arrangements for college credits have been made on this basis with the State Normal Schools in Massachusetts, the Teachers College of the City of Boston, the School of Education of Boston University, the Department of Education of Tufts College, and also with the following institutions when the instruction has been given by a member of its own faculty: Smith College, Mt. Holyoke College, Massachusetts Agricultural College, Clark University, Yale University, Columbia University and New York University.

Certificates are issued for single courses, and there is provision for awarding suitable diplomas for the completion of a group of courses as, for example, in Engineering, Advanced Commercial, and Academic courses. As regards the latter group, there are two forms of the certificate, one for high school, and the other for collegiate subjects.

Fees for State Extension Courses

At the time university extension courses were established, there was considerable discussion as to whether instruction should be free, as in other parts of the public school system. It was decided, however, to charge a nominal amount for each course to cover at least the cost of text materials, postage, and transportation charges. For a number of years State Extension courses were offered for low fees, and the enrolment in correspondence courses was large compared with the number now being taught by this method. There is in every town and rural community in Massachusetts a considerable group of prospective students who could afford correspondence courses costing two dollars or thereabout, but who, rather than pay ten dollars, choose to go without instruction. By increasing the charges for correspondence courses as has been done progressively since 1922, the Department has probably detached itself from its most natural market, and from those who could most benefit by home study with instruction by mail. A numerous class of citizens who can afford to pay only for inexpensive courses has to go without the instruction which, presumably, they desire and need.

When the charges for courses were low, there was complaint in some quarters, that, so it was alleged, the number of enrolled students who completed courses was small. It was argued that if students were obliged to pay higher prices for courses they would be more likely to carry them through to completion. The records of the division, however, do not bear out this contention. Comparing the data on completions between Dec. 1, 1920, and Nov. 30, 1921 (when courses were still inexpensive), with those between Dec. 1, 1925, and Nov. 30, 1926, for example, we find that the percentage of completions with reference to the number of enrolments was practically the same for both periods, that is, slightly over sixty per cent. Thus, the contention that higher charges for courses would reduce student mortality does not appear to have been successfully maintained.

Objects and Growth of University Extension Activities

In the past year, the Division of University Extension gave instruction to 36,352 enrolled students, bringing the total registration since 1916 to 366,225. Of those enrolled during the past year, 4,676 received instruction in correspondence courses, 31,324 in classes, and 352 in radio courses. The total for the year is approximately the same as the preceding year's figure, 36,559; but the distribution among the three branches of instruction is different. There was in the past year an increase of more than 500 in correspondence enrolments, a decrease of approximately 1,000 in class enrolments, and a decrease of a little more than 500 in radio enrolments. The number of towns reached was approximately the same as in the preceding year but the number of classes appreciably larger, showing a greater diversification of subjects taught. The expenditures for the year were $174,821.49. The total return to the State Treasury from fees for courses and for other educational services was $160,722.71. The net cost per enrolled student was $.38. The cost to the Commonwealth, therefore, for this valuable service was only $14,098.78. This figure is $5,527 less than the cost for the preceding fiscal year.

Two outstanding reasons may be given for the small decrease in class enrolment during the past year. An epidemic of influenza in January, 1929, the season when the division is organizing most of its second term courses, caused enrolments to fall off considerably because of hesitancy of the people to attend public gatherings during such an epidemic. Another reason is that more classes were discontinued because of insufficient enrolments than in previous years. This was necessary as a complement to the policy of the division of reducing expenses and the cost of its work. That success is being realized in this direction is shown by the fact that the net cost of university extension courses to the people of Massachusetts in the past four years has been declining appreciably. In 1926, the net cost was $57,041; in 1927, it was $35,246; and in 1928, it was $19,625. This year it was only $14,098. This would indicate that the time when the division will be nearly self-supporting is not far distant.

More than three hundred and fifty thousand men and women have been given educational advantages by the division since its first student was enrolled for instruction January 16, 1916. Those who make up this figure have varied in ages from the 'teens to the seventies, and the territory reached by university extension courses has extended from the Philippine Islands to British India and from Panama to Newfoundland and Alaska, but the majority have been men and women between 23 and 30 years of age, residing in Massachusetts, and representing practically every racial stock found in the State, including Orientals, and every kind of educational background ranging from the primary school to the university.

Relative Costs and Enrolments

The following table has been prepared to show the facts regarding costs and enrolments since the organization of the division in 1915. In that year the appropriation of $25,000 was spent chiefly for permanent equipment. For that reason no attempt has been made to distribute this amount over yearly per student enrolment costs. The heading "Year" in the table represents the State fiscal year, which roughly approximates the calendar year.

Year	Receipts	Expenditures	*Appropriation*	Enrolments	Cost per student enrolment[1]
1916	$7,634 18	$50,671 95	$50,000 00	3,397	$12 64
1917	8,895 82	74,996 75	75,000 00	3,708	17 82
1918	11,757 06	89,532 39	90,000 00	6,959	11 15
1919	21,880 39	111,911 45	112,007 00	14,393	6 20
1920	36,053 72	153,822 61	162,011 00	28,100	4 19
1921	41,359 58	191,432 91	196,000 00	28,447	5 27
1922	51,536 43	187,477 98	189,244 26	32,478	4 18
1923	63,278 50	183,004 11	192,419 76	32,388	3 69
1924	79,054 84	157,980 92	192,816 85	35,201	2 24
1925	97,460 64	161,503 62	163,500 00	34,800	1 84
1926	112,558 64	168,125 88	169,600 00	34,643	1 80
1927	134,325 85	171,282 15	171,331 70	37,802	98
1928	152,560 63	171,122 41	173,420 67	36,559	51
1929	160,722 71	174,821 49	175,952 68	36,352	38

[1] Cost per student enrolment is calculated by subtracting receipts from expenditures and dividing remainder by enrolment.

New and Revised Courses and Courses of Special Interest

The largest course organized during the year was *Modern Writers*, with a total enrolment of 1,086, of whom 843 were enrolled in the evening section and 243 in the morning section. A close second to this was the course in the *Psychology of Business and Social Problems*, with an enrolment of 804.

Another of the larger courses, and perhaps the most spectacular of the year, was *Keeping Mentally Fit* (Mental Hygiene for the Adult), given in the Gardner Auditorium of the State House. Seven hundred and seventy-five students enrolled. The lectures were given by eight noted experts in the subject of psychiatry. They were:

Dr. Joseph Jastrow, author of the textbook of the course, "Keeping Mentally Fit," and formerly professor of psychology, University of Wisconsin.

Dr. Douglas A. Thom, Director of the Division of Mental Hygiene, Massachusetts Department of Mental Diseases.

Dr. Karl M. Bowman, Assistant Professor of Psychiatry, Harvard Medical School.

Dr. James J. Walsh, Medical Director, Fordham University School of Sociology and Professor of Physiological Psychology at Cathedral College, New York City.

Dr. V. V. Anderson, Director of Medical Research, R. H. Macy Company, New York.

Dr. Thomas Verner Moore, Director, Clinic for Mental and Nervous Diseases, Providence Hospital, Washington, D. C.

Dr. Abraham Myerson, Professor of Neurology, Tufts College Medical School.

Dr. Esther Loring Richards, Associate Professor of Psychiatry, Johns Hopkins University, Baltimore, Md.

The lectures are to be repeated in Springfield in the winter of 1930.

The Bay State in American Literature, the so-called "Tercentenary Course," has so far been one of the largest and most successful the division has ever attempted. It is being given by the division as an observance of the 300th anniversary of the Commonwealth. The subject is divided into four parts of eight weekly lectures. These parts are entitled "The Puritan Background," "The Bay State, Colonial and Revolutionary," "Boston — Cambridge — Concord," and "The Bay State in Modern Literature." The first part of the series opened on October 2, 1929, with an enrolment of 713 in the evening section and 339 in the morning section. The last lecture of the entire series will be given May 28, 1930.

The course in *International Affairs* which the division has given for several years was repeated in Boston this year with an enrolment of 230. The subjects of the lectures were: "America's Outlook in World Affairs," "The European Situation," "Disarmament," "Social and Humanitarian Work of the League of Nations," "Nationalism and Internationalism in Education," "The Opium Question in the Far East," "Political and Educational Conditions in the Far East," and "Public International Unions." The speakers were:

Francis B. Sayre, Professor of Law, Harvard University.

Edward A. Filene, Boston merchant and economist.

George S. Miller, Professor of History and Government, Tufts College.

Dr. Robert C. Dexter, Head, Social Relations Department, American Unitarian Association, Boston.

John J. Mahoney, Professor of Education, Boston University.

Jewell B. Knight, Assistant in Education, Harvard University.

Lawrence L. Lau, Harvard University.

Dr. John Fairfield Sly, Lecturer on Government, Harvard University.

Other courses, besides those mentioned above, which were given for the first time in 1928–29 were: *Life Insurance Fundamentals, Vacuum Tubes for Radio Receiving Sets, Aeronautical Mathematics, Popular Aviation, Air Transportation, Structures and Rigging, Celtic Literature, The Political Situation in Russia, The Culture and Civilization of India, Interpretation of Accounts*, and *Repair Shop and Service Station Management.*

Visual Education

The facilities for visual instruction offered by the division have been attracting special attention as the Massachusetts Bay Tercentenary approaches. The rental of slides and films has substantially increased since the beginning of visual education service by the division. During the past year the receipts from this service were $8,574. During the preceding year they were $2,982.

The *Chronicles of America* series of three and four reel films have proved to be the most popular offering of the division. This popularity may be attributed to their appropriateness for Tercentenary celebrations. They depict fifteen significant events in American history and can be easily linked with lectures, class work, or patriotic exercises. Included in this list of films are such titles as "Columbus," "Jamestown," 'Vincennes," "The Pilgrims," "The Eve of the Revolution," and "The Declaration of Independence."

These films, — the work of men who have devoted their lives to the study of history, — are accurate reproductions of the periods they represent down to the most minute detail. In selecting the actors to take the parts of historical characters, the editors went to great expense of time and money. Each film is a concentrated lesson in itself. There is a contract price for the entire set of forty-seven reels when they are all booked in one order.

Because of the great strides taken in recent years in the development of visual education through the use of films and slides, the division has built up a visual library that covers not history alone but includes illustrative material useful in classes in geography, Americanization, science, vocational training, economics, and nature study. There are also special features available — dramatizations of "The Vicar of Wakefield," and "The Cricket on the Hearth," bits from the lives of great American authors, Christmas pictures, and artistic studies of the four seasons. With this type of film might be grouped other recreational pictures such as "Our Gang" comedies, "Aesop's Fables," dramatized fairy tales, and Grantland Rice Sportlights.

The variety of uses to which University Extension films are put attests to their popularity. Their use in the schoolroom and the school hall is widespread, because the service offered by the division reaches the most distant of rural districts as easily as institutions in Boston itself. For Americanization classes such titles as "The Gates of Opportunity," "The Land of Opportunity," and "Making of an American" have a special appeal. When groups of high school or grammar school students plan an evening gathering, they frequently turn for their source of entertainment to the films in the visual library of the division.

Women's clubs have found attractive pictures relating to hygiene, the beautification of the home and garden, art, civics, and all the variety of subjects that the modern woman has found worth her study. The religious department of the library is a treasure house for churches and young people's societies, seeking a valuable innovation for group meetings. County agents and 4-H clubs also look to the library of the division for the advancement of their work.

To the teacher who feels the need of stimulating his students outside their daily routine so that their minds will be more active when applied to prescribed studies, all the several hundred films in the library are of interest. The teacher whose work is more restricted because of time or room, however, finds available films that apply to the specialized subjects that he is teaching.

Of the 1,532 showings of University Extension films in the past year, 609 were of the *Chronicles of America* series and 923 were of other films. School centers where regular bookings of the *Chronicles of America* series are being made are: Amesbury Arlington, Attleboro, Boston, Bourne, Brockton, Brookline, Everett, Fall River, Kingston, Lawrence, Lexington, Lowell, Nahant, New Bedford, Pittsfield, Plymouth, Salem, Somerville, Waltham, Watertown and Winchester.

Correspondence Courses

More students enrolled in University Extension correspondence courses during the past year than in any preceding year since 1924. The increase of 500 over the figure for 1928 was achieved in the face of relatively high charges made for correspondence instruction. One method by which this increase was attained was that followed in the case of the ground school course in aeronautics. It was found

that this subject was one of the more popular of the new courses offered and special attention was given to it in timely newspaper publicity. This publicity brought in many inquiries, which were closely followed up and resulted in a large number of enrolments. On another occasion, when Federal civil service examinations were to be held, a list of prospective candidates was secured and form letters describing university extension correspondence courses in civil service subjects were sent to them.

The greatest interest in correspondence study is shown in subjects of practical rather than cultural value, and the majority of students enrolled in the home study school are men. A list of those courses in each of which there has been a total enrolment of more than 600 since the organization of the division follows: Business Arithmetic, 610; Blueprint and Plan Reading, 1,009; Bookkeeping, 1,134; Civil Service English, 3,059; Elementary Spanish, 638; Elementary English, 2,876 Elementary Applied Arithmetic, 1,918; Elementary Algebra, 1,575; Elementary Accounting, 2,062; English for New Americans, 906; English for Business, 678; French, 991; Gasoline Automobiles, 618; Mechanical Drawing, 1,416; Plain English, 3,299; Practical Applied Mathematics, 3,008; Principles of Accounting, 1,071; Practical Electricity, 976; and Show Card Writing, 612. These figures show that Plain English and Civil Service English are the two most popular courses with Practical Applied Mathematics running a very close third.

A policy of co-operating with societies, institutions, industries, and other organizations by selling correspondence material to them at cost and reading and grading group papers at a nominal sum was begun during the World War. At that time one hundred copies of each of the correspondence courses of the division were sent to the American Expeditionary Forces in France. Many of the soldiers had previously taken class courses conducted by the division at training camps in the United States. The most popular study was, of course, French.

Continuing this policy, the division has been of assistance to numerous social organizations with educational programs, large manufacturing concerns, high schools, universities, the Navy, the Coast Guards, prisons and welfare groups.

During the last year the Navy Department has purchased under the co-operative plan 200 sets of material in the Plain English course, 100 in the United States History and Government course, 150 in Plane Geometry, and 50 in Gasoline and Oil Engines. Fifty sets of the Plain English course have been sold to the Coast Guards.

High schools at Westport, Baldwinsville, Stoughton, and Leicester have purchased correspondence material to be used in classes or for individual students in high schools, with the arrangement that the lesson-reports are corrected and graded by instructors employed by the division. The total enrolment at Westport was 18, divided among courses as follows: English History, 1; Gasoline Automobiles, 2; Business Law, 7; German, 1; Exterior Home Decoration, 2; Interior Home Decoration, 1; Aviation, 1; Mechanical Drawing, 2; and Freehand Drawing, 1. Of the 57 who have enrolled through the Baldwinsville High School, 38 have successfully completed their work and the remainder are still studying. Courses which the Baldwinsville High School has used are: Gasoline Automobiles, Mechanical Drawing, Household Management, Commercial Correspondence, Interior Home Decoration, and Radio. Stoughton has had a total enrolment of 10 in a course in Mechanical Drawing. Leicester has had a total enrolment of 13 in courses in Gasoline Automobiles, Household Management, and Radio Principles.

About 300 prisoners in the State Prisons at Auburn, Comstock, Dannemora, New York, and the State Penitentiary at Bellefonte, Pennsylvania, are now working on correspondence courses purchased from the division by the National Welfare League. The courses most popular at these institutions are Plumbing, Drawing, Accounting, English, Mathematics, Radio, Electricity, Typewriting, Interior and Exterior Home Decoration, Stenography, Latin and Italian.

Within the last year Sing Sing Penitentiary has bought about 65 sets of various material for the prisoners confined there. As in the other penal institutions, English is the most popular subject. Other courses ordered by Sing Sing, however, are United States History, Elementary Spanish, Elementary Business Arithmetic, Advanced Business Arithmetic, Everyday Arithmetic, Bookkeeping, Blueprint

and Plan Reading, Business Geography, Penmanship, Paragraphing and Punctuation, Freehand Drawing, Commercial Lettering, Salesmanship, and Advertising.

In April, 1929, the Federal prison at Leavenworth ordered 245 copies of course materials. The subjects requested were chiefly in the field of engineering.

The total correspondence enrolment since the division was organized is 56,950. Of this number 40,900 were men and 16,050 were women. The following table shows the enrolments in university extension correspondence courses for the past ten years:

1919–1920	3,869	1924–1925	4,429
1920–1921	5,330	1925–1926	4,531
1921–1922	6,358	1926–1927	4,459
1922–1923	5,075	1927–1928	4,196
1923–1924	4,794	1928–1929	4,676

Geographical Distribution of Correspondence Students

When the university extension courses were established in Massachusetts in 1916, there was no provision for the enrolment of those who were not residents of the Commonwealth; and this restriction of enrolment continued until April, 1925, when, by legislative act, the opportunities for enrolment were extended to non-residents of the State. The following list gives the geographical distribution by states, territories and countries, exclusive of Massachusetts, of correspondence students enrolled during the past fiscal year in the university extension courses of the division: Alabama, 1; California, 4; Connecticut, 41; Florida, 1; Illinois, 3; Indiana, 7; Kentucky, 1; Louisiana, 3; Maine, 19; Maryland, 2; Michigan, 11; Mississippi, 1; Missouri, 2; New Hampshire, 31; New Jersey, 19; New York, 385; North Carolina, 2; North Dakota, 1; Ohio, 3; Oregon, 3; Pennsylvania, 24; Rhode Island, 35; South Carolina, 1; South Dakota, 2; Texas, 1; Vermont, 11; Virginia, 10; Washington, 1; Wisconsin, 4; Wyoming, 1; District of Columbia, 9; Alaska, 1; British India, 2; Canada, 4; Oahu (Philippine Islands), 1; Republic of Panama, 1.

Summer Courses

The summer program of courses in education, which has been one feature of the division's activity for the past nine years, was expanded this season. Four centers were established as headquarters for teachers seeking the degree of Bachelor of Science in Education, which is granted to the graduates of the State Normal Schools at Bridgewater, Salem, and Worcester, who complete the required number of specially arranged university extension courses. These centers were the State Normal Schools at Hyannis, Worcester, Fitchburg and North Adams. At Hyannis and Worcester, four courses were offered; three were offered at North Adams; and two at Fitchburg. Board and rooming accommodations were provided at Hyannis, Fitchburg, and North Adams, so that teachers living in any part of the State could take the courses in residence. In May, 1929, the Department approved arrangements for offering university extension courses for credit toward the degree of Bachelor of Science in Education at the State Normal Schools at Framingham and Salem. Besides the usual academic courses required for the degree by these normal schools, the approved curriculum of University Extension courses includes commercial subjects for those enrolling for the degree at Salem and home economics subjects for those enrolling at Framingham.

Since the plan of completing requirements for the State Normal School degree through university extension courses was put into operation in February, 1928, 54 classes have been held with 1,443 teachers enrolled. These figures include the period up to September 1, 1929.

Seven short unit professional improvement courses were offered also in the summer of 1929. Two courses were given at Lowell, two at Springfield, and one each at New Bedford, Fall River, and Worcester.

The total registration for all these summer courses offered in 1929 was exactly 500. The most popular course was "The Teaching of Oral and Silent Reading," given at Springfield in July. The enrolment in this course was 64.

Radio Courses

In Massachusetts the first radio course for organized home study was offered in November, 1924. The division was able to broadcast two courses in the year 1928–29. "Modern American Literature" was one of the subjects that were put on the air. Two hundred and sixty-six students were enrolled. The lectures followed immediately those broadcast by Walter Damrosch, director of the New York Philharmonic Orchestra, and were intended especially for high school students. Because of the success of this first noontime course, another was given in the autumn. A series of lectures on "How to See and Read Plays" was begun on Friday, October 18, at 12.08 P.M. It has been found that this hour is especially advantageous for high school students.

The procedure followed by the Division of University Extension in giving a radio course is much the same as that adopted in similar institutions throughout the country. Those who desire the correction of lesson papers apply for enrolment by sending a nominal fee to the division. For this fee the student receives a syllabus or outline of each of the eight lectures to be given, with suggestions for further study in the subject. The student listens to the lectures and then prepares his lessons or thesis. These he sends to the instructor who grades them. The best lesson reports are read over the radio in the last lecture in the course.

The recent limitation of the field of the local station used by the division, made necessary by the great increase in broadcasting stations over the country, has, of course, affected the university extension radio work. Enough people have still evinced interest within the borders of New England and Eastern New York to warrant continuation of radio courses. Another obstacle, however, has confronted the division in the past few years. The greater part of the station's time is being used by commercial organizations and the time open to university extension has become more limited.

The limitation of the field of Massachusetts university extension radio courses in recent years is shown in the following tables. It will be noticed that in the earlier years of broadcasting from Station WBZ, the years 1923–1925, sixteen students were enrolled from states west of the Mississippi River and 120 from the Dominion of Canada. More than half of the total number of enrolled students were from states other than Massachusetts. The figures for 1928–1929, on the other hand, show that approximately 88 per cent of the enrolled students were residents of Massachusetts. It will also be seen that no students were enrolled from Canada or from states west of the Mississippi River.

Geographical Distribution of Enrolled Students

In Radio Courses in 1923, 1924, and 1925 (2,557 enrolled): Massachusetts, 1,160; New York, 236; Connecticut, 215; Pennsylvania, 180; Maine, 114; New Hampshire, 96; Ohio, 81; Michigan, 48; Vermont, 47; Virginia, 36; West Virginia, 31; North Carolina, 27; Maryland, 26; New Jersey, 19; Georgia, 15; Illinois, 14; Rhode Island, 14; Wisconsin, 12; Indiana, 11; Tennessee, 8; Washington, D. C., 6; Alabama, 5; Iowa, 5; South Carolina, 5; Arkansas, 4; Florida, 4; Missouri, 2; Montana, 2; Delaware, 1; Mississippi, 1; South Dakota, 1; Texas, 1; Nebraska, 1; Ontario, 53; Nova Scotia, 28; New Brunswick, 19; Quebec, 17; Newfoundland, 2; Labrador, 1.

Geographical Distribution of Enrolled Students

In Radio Courses in the School Year 1928–1929 (352 enrolled): Massachusetts, 311; New Hampshire, 6; Maine, 6; Vermont, 3; Connecticut, 15; New York, 4; New Jersey, 1; Maryland, 1; Ohio, 1; Pennsylvania, 1; Georgia, 1; West Virginia, 1; Michigan, 1.

Comparative Statistics

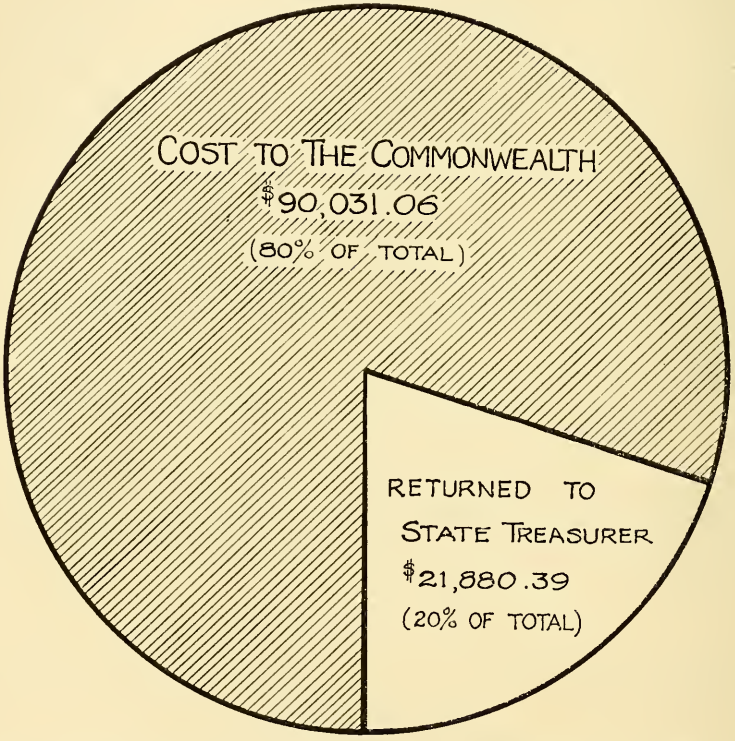
Several conclusions may be drawn from the following charts. The circles comparing the cost of university extension to the Commonwealth (Charts A and B) speak for themselves. The circle for the past year is approximately the reverse of that drawn for 1918–1919. The cost to the Commonwealth in ten years has been reduced from 80 per cent of the total expenditures of the division to 8 per cent.

The percentage returned to the State Treasurer has been increased from 20 per cent to 92 per cent.

Charts C and D offer several interesting comparisons. For example, it is shown that whereas ten years ago 68 cents of every dollar was spent for instruction and books and supplies, last year 78 cents out of each dollar was spent for these more

CHART A. — COST OF UNIVERSITY EXTENSION TO THE COMMONWEALTH
1918–1919

Whole Circle Represents Total Expenditures
($111,911.45)



tangible returns to the people of Massachusetts. Administration has been reduced from thirteen per cent to ten per cent of the total. Travel and postage expenses have each been reduced two per cent; and the rest of the "overhead" proportions have remained practically the same.

Enrolment Statistics in Correspondence Courses

A comparison of Charts E and F reveals several enlightening facts. In general the proportion of women in university extension classes is larger now than it was twelve years ago. In the group of students between the ages of 50 and 53, the women even outnumber the men in the more recent table. The greatest number of women enrolled last year was between the ages of 22 and 25; the largest number of men between 26 and 29 years.

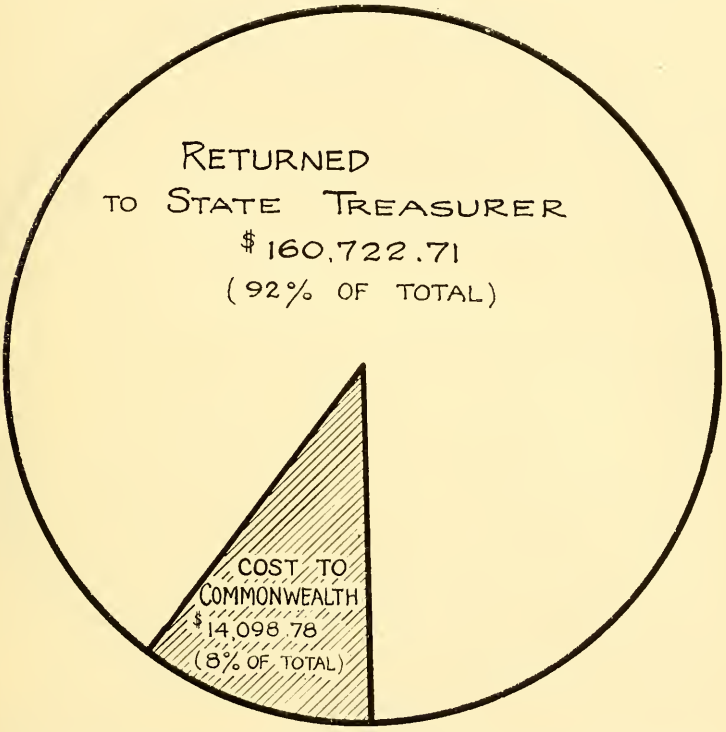
The increase in university extension students who are college graduates is the most noticeable feature of Charts G and H. Although the percentage of those with a secondary and elementary education has decreased, the lower percentage is accounted for by the increase in all other columns.

It will be interesting to note in Chart I that the professional group from a low third place in percentage twelve years ago has grown to be the largest class making

use of university extension correspondence material. The manufacturing and mechanical industries group, however, continues to contribute a large number to correspondence courses and is practically on a par with the professional group. Whereas those engaged in clerical occupations were formerly the third most numerous class in the correspondence courses of the division, that group has now dropped to fourth place, and those engaged in trade have come from fourth to third place. On the whole the distribution appears more balanced than it was twelve years ago.

CHART B. — COST OF UNIVERSITY EXTENSION TO THE COMMONWEALTH
1928–1929

Whole Circle Represents Total Expenditures
($174,821.49)



Commercial subjects, according to Chart J, are slightly more popular than academic or industrial, but the distribution is almost even among the three types of courses. It will be seen that the women greatly outnumber the men in academic subjects, whereas, on the other hand, the industrial group is entirely taken up by men and no women enrolments are recorded in the 500 students selected at random from the files of the division.

ADULT ALIEN EDUCATION

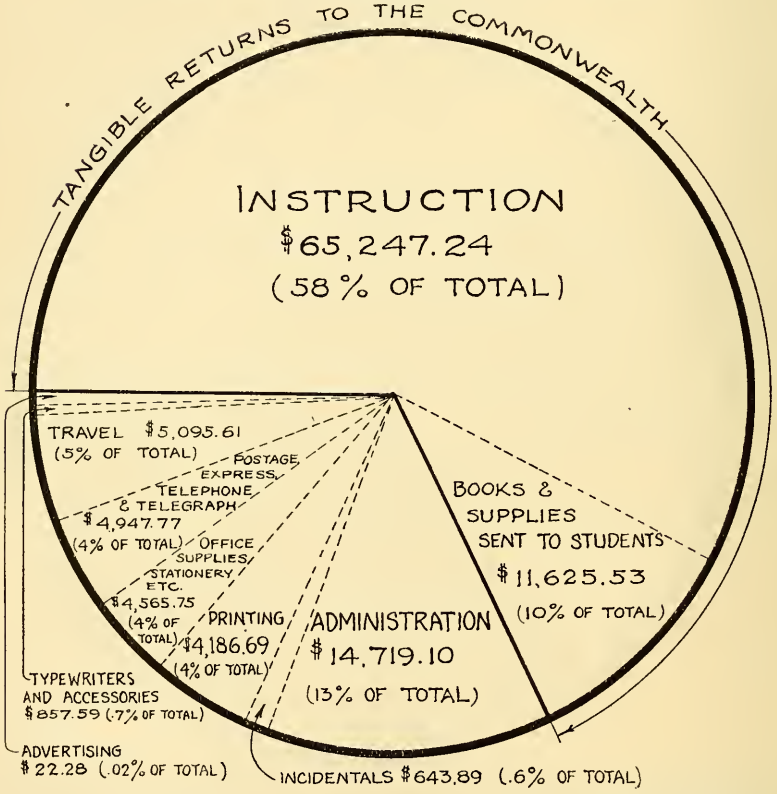
Historical Introduction

The Division of University Extension began, with its establishment in 1915, to offer courses designed to be of value to alien residents of Massachusetts. These courses were five in number. They were English for New Americans, Civics for Naturalization, Civics for Americans of Foreign Birth, Methods of Teaching English to Immigrants, and Americanization — Organization and Supervision. These courses were drawn up to meet a demand already being made by the immigration problem.

With the advent of the World War, however, the situation became more acute and the ignorance of English among large numbers of our foreign-born population for the first time was brought to light. A study made shortly after the War revealed that nearly 350,000 or about 10 per cent of the population of the Commonwealth at that time could not read or write English. Of that number 118,000 were unable to read or write in any language.

CHART C. — HOW DOLLAR OF UNIVERSITY EXTENSION EXPENDITURES WAS SPENT
1918–1919

WHOLE CIRCLE REPRESENTS TOTAL EXPENDITURES
($111,911.45)



Although the division had done much towards relieving this condition by training teachers through part-time instruction, this method was found to be inadequate. In 1918, therefore, a specialist was engaged, whose sole duty was to study the problem and train teachers of the foreign-born. Some of these teachers were employed in factories where experiments in Americanization had been going on under the direction of employers for a number of years.

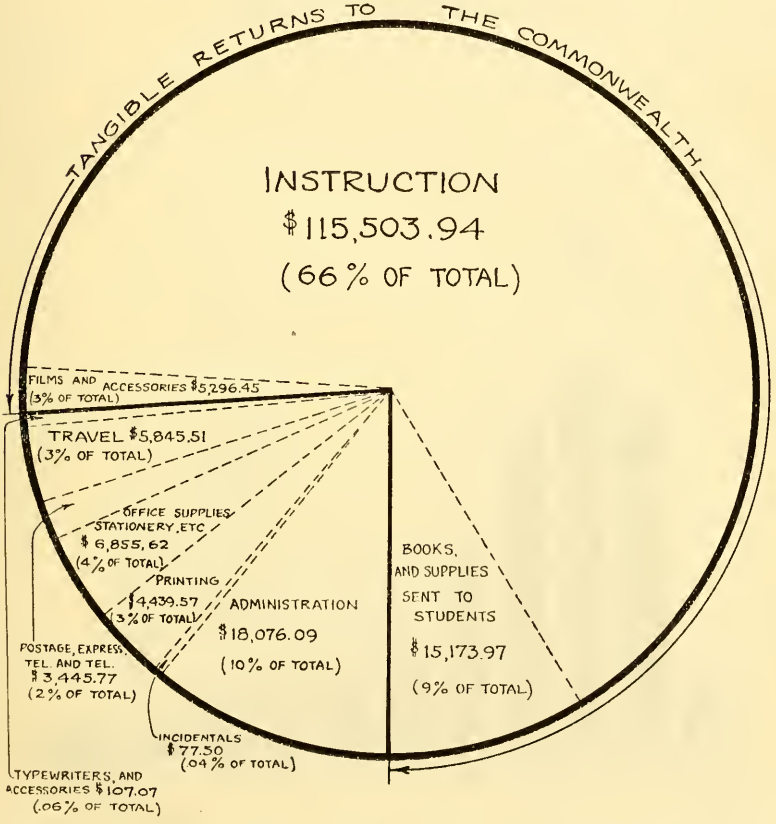
Encouraged by these experiments in industry, the division drew up in this year a bulletin entitled "English for American Citizenship." This bulletin suggested plans through which industry and the Department of Education might co-operate in the education of immigrants. It was not the intention of the Department to dictate to employers in any way, but rather to outline to them the various methods that had been found practicable in other parts of the country. The bulletin was widely distributed throughout the State with the result that the first factory class, conducted in co-operation with the division, was opened in Lowell in April, 1918. At that time there was a decided preference among employers to furnish their own

teachers rather than to rely solely upon the teachers furnished by the local public schools.

In the session of 1919 the Massachusetts Legislature passed an act "to promote Americanization through the education of adult persons unable to use the English language" (Chapter 295, Acts of 1919). By the provisions of this act, the Commonwealth, acting through the Division of University Extension, undertook to bear half the cost of maintenance of classes organized for the purpose of teaching English and citizenship to non-English-speaking adults. The sum of $10,000 was

CHART D. — HOW DOLLAR OF UNIVERSITY EXTENSION EXPENDITURES WAS SPENT
1928–1929

WHOLE CIRCLE REPRESENTS TOTAL EXPENDITURES
($174,821.49)



appropriated to provide for the necessary expenses during the remainder of that fiscal year. All the classes operated under this plan were to be under the control of the local school committees, but they might be held in factories, evening schools, homes, or other places best suited to the students' needs.

The supervisor visited the cities and towns of the State to inform school superintendents of the facilities afforded by the new law. On Nov. 13, 1919, a conference of sixty superintendents and directors of immigrant education was held at the State House, for the purpose of developing systematic methods of operation. The stimulus created by the legislative act is shown in a comparison of the attendance at Americanization courses in the year preceding its passage and the year after.

In December, 1918, the number of students in Americanization classes was 3,281, whereas in December, 1919, the number in such classes was 9,030.

The idea of the factory class was rapidly developed. In September, 1920, the Associated Industries of Massachusetts, representing 1,600 industrial concerns, together with delegates from school departments throughout the State held a joint convention at Plymouth to discuss co-operative plans for the education of the adult immigrant. The conference closed with an agreement which pledged each side to exert its best ability in the improvement of immigrant education in factory classes. Since that time, the Americanization work has progressed steadily and effectively.

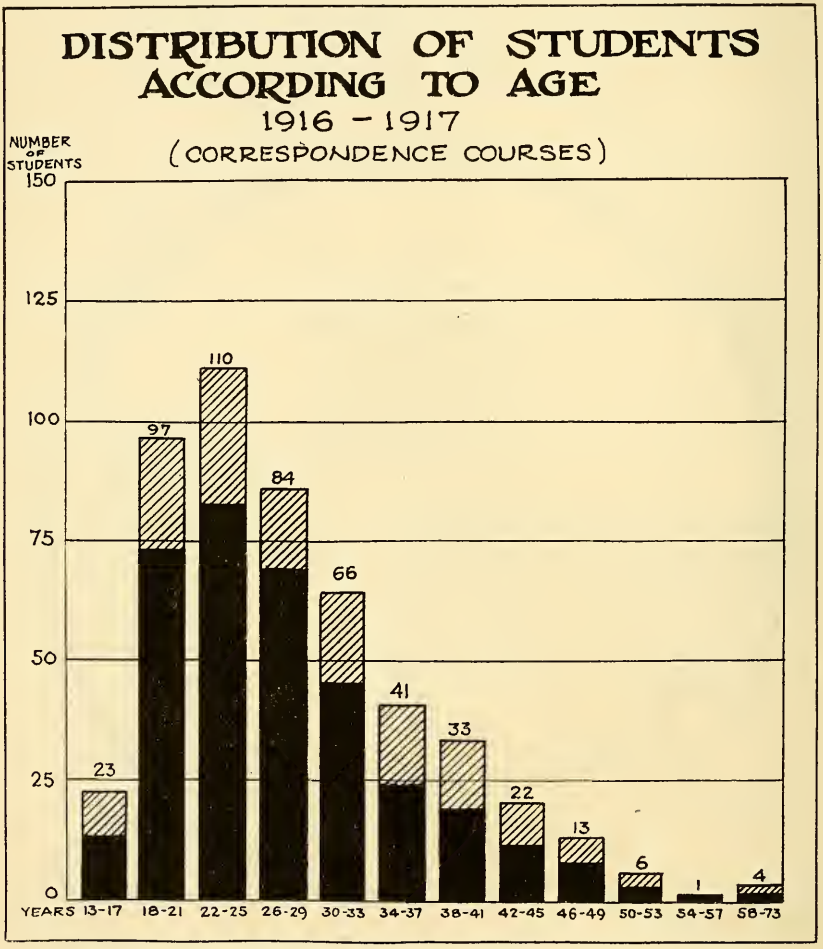


CHART E. — STUDY BASED ON SELECTED GROUP OF 500 STUDENTS

Black Portions of Bars Indicate Men; Hatching Indicates Women

Recent Progress

During the school year 1928–29, 24,846 foreign-born men and women in Massachusetts attended Americanization classes. This figure is practically the same as those of the past three years and now, it would seem, the period of steady progressive normality has been reached. These students continue to come to learn the rudiments of English and of good citizenship, not because a law compels, but because they are attracted by the opportunities which the classes offer.

There were 1,353 Americanization classes conducted in the past school year. They were distributed as follows:

In evening schools	737	In homes	226
In factories	193	In neighborhood centers	197

These figures may be compared with those of the preceding year.

In evening schools	767	In homes	224
In factories	186	In neighborhood centers	220

The recent industrial depression has had some effect on educational work among immigrants, but there are no indications of lagging interest. If anything, the proportionate increase in home classes signifies an eagerness among aliens to go on with their studies despite unemployment and other adverse conditions.

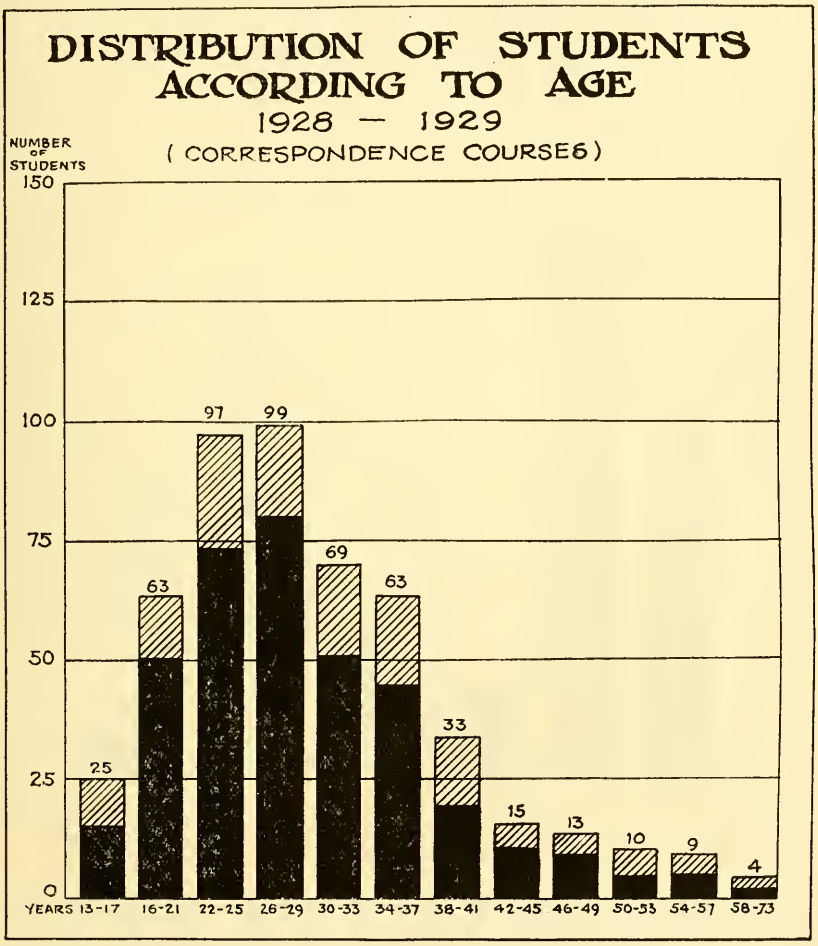


CHART F. — STUDY BASED ON SELECTED GROUP OF 500 STUDENTS

Black Portions of Bars Indicate Men; Hatching Indicates Women

Large Evening Schools

The evening school is obviously the most popular of the groups of classes included in the preceding table. In a large evening school may be found students of as many as twenty or thirty different nationalities, making use of what they have learned and delighting in the discovery that the new language, English, has become

a common denominator for them. Friendships as fresh and delightful as those of early childhood are being formed here, for friendship is always the fruit of understanding.

Tardiness and absences are not the rule in these adult classes. These people are here for a serious purpose. Each student has been assigned to the group best suited to him by a teacher called a "Grader." This teacher distributes the students into classes according to their previous training and their knowledge of English.

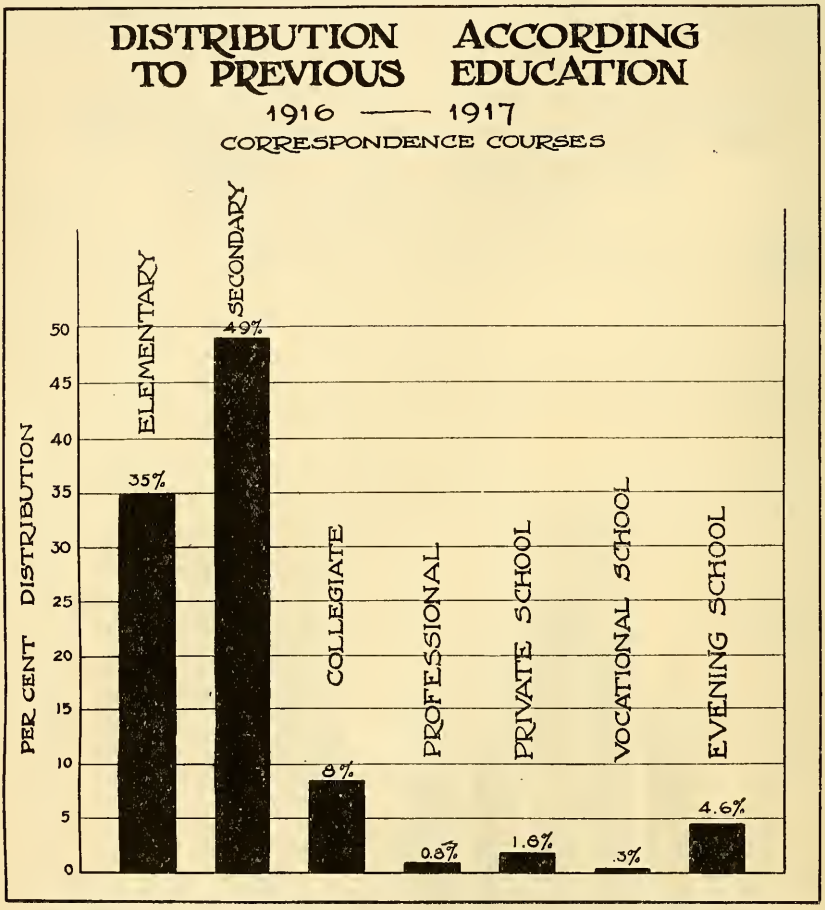


CHART G. — STUDY BASED ON SELECTED GROUP OF 1,200 STUDENTS

All of the classes are composed of adults. In one large center the average age last year was 42 years. Minors are organized in separate classes, so that the young do not attend with the old. The proportion of women in the classes is increasingly large. A director of one of our larger centers says in part on this subject: "I have felt so strongly the woman's need of English, in the home or at work, that I have steadily aimed at drawing more women into our classes. . . . The number of women in the classes all over the city is fast approaching the proportion of fifty per cent, which represents quite a change during my seven years of service as director."

In many cases, when working with beginners, teachers use no textbooks during the first part of the year, but rely upon objects about the room, word cards, and the needs and desires of the students to supply practical "steps" in their work. As time goes on and the students progress, they begin to read and discuss current

events, the Constitution and geography of the United States, the happenings of the day. Some are asked to talk on their native lands. Others bring post card pictures to class and explain them as they are shown in a stereopticon machine.

Nearly every school of any size has a Christmas program and in most cases the graduation exercises are a social event for the students. Parties and contests are frequently arranged to promote friendship and understanding, and such occasions advance the work of the Americanization supervisor, for after the students have reached a certain stage each point of contact means improvement.

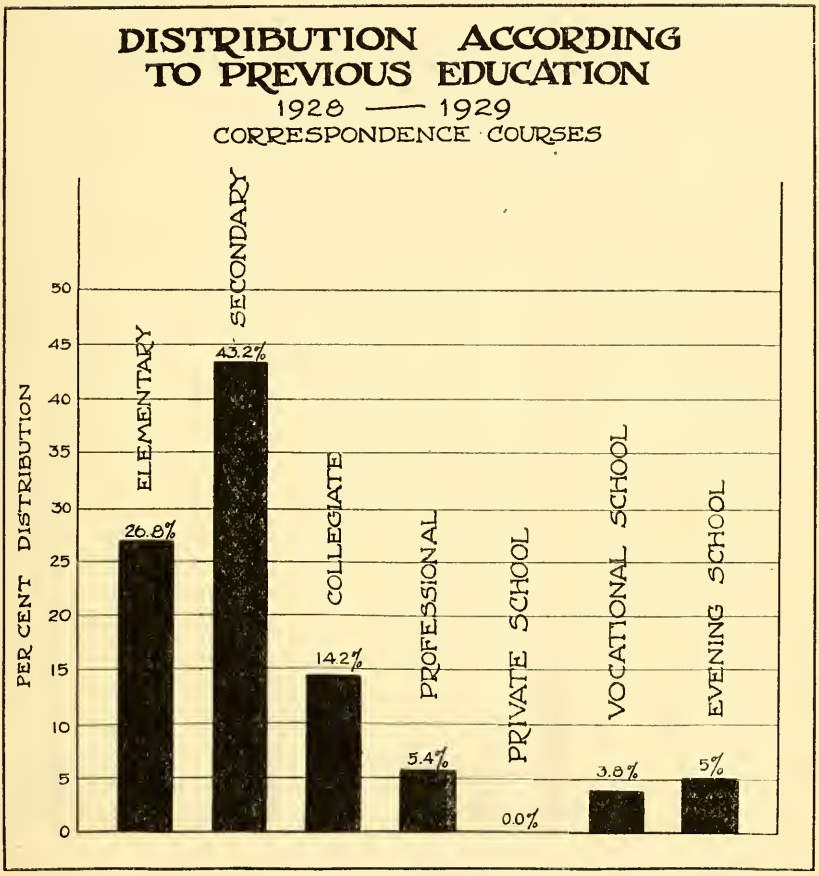


CHART H. — STUDY BASED ON SELECTED GROUP OF 500 STUDENTS

Racial organizations and individuals are convinced of the value of the work. Often children of aliens come home from school and urge their parents to attend the night schools. The children are probably one of the strongest agencies for the advancement of Americanization work. In one city the mayor assisted the Americanization supervisor considerably by proclaiming one entire week as "Americanization Week."

After the adult pupils are once enrolled, the good teacher has usually no difficulty in keeping them in school. Because of the voluntary nature of the work and the relief from the day's tasks which it affords, they are prompt and conscientious. Nearly every city reported improved attendance records this year.

A supervisor in one of our largest evening school centers describes his method of follow-up work thus:

"When a pupil has been absent twice, the teacher sends a post card to the pupil. If, on the third evening, there is no response to the post card, the teacher sends the name and address to the principal of the school. The principal then tries to find some student who lives in the neighborhood of that person, and the absentee is called on by the pupil-visitor. If the principal does not know of any one in that vicinity, the name and address are posted, and usually some pupil in the school offers to call on the absent one. If no one can be found in the school to call, the name is given to a field worker who makes the call and sends a written report to the principal."

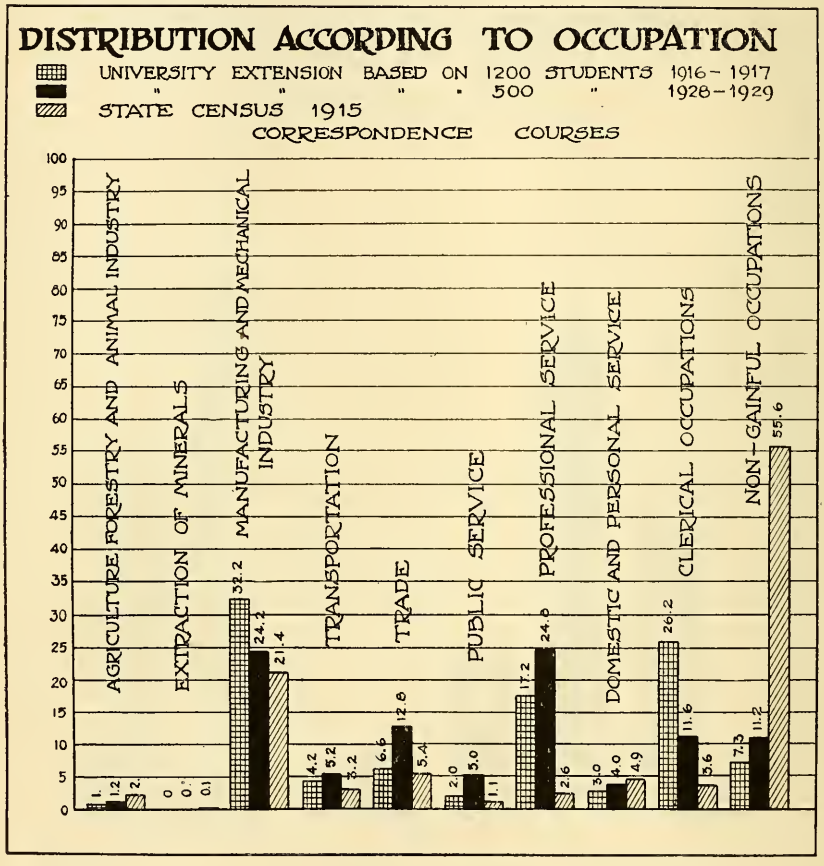


CHART I

Small Evening Schools

In small evening schools, also, improvement in attendance records has been shown this year.

With good attendance goes a great interest in the work; and such an interest is much needed in the small evening school. Often there are long distances to be walked to and from the school over dark and muddy roads. Not infrequently it is difficult to secure a proper place of meeting, and after that has been found, there may not be enough pupils in the vicinity to make the class a success. A class has been known to meet temporarily in an unheated room, the pupils wearing coats and gloves, while the instructor, similarly attired, taught the lesson. At times the pupils have rented a classroom by voluntary subscription, so that they might go on with their work.

In the smaller school systems the difficulty in grading is increased. The number

of pupils that may be grouped in a grade is limited, so that too strict grading will reduce some classes to an inconsiderable size. Here, too, the personal element enters into the problem acutely. On the other hand, this introduction of the personal element can be turned into an advantage. The supervisor knows every pupil. She visits the family as a friend and sees for herself the environment and the family problems. In the smaller centers co-operation is freely offered by fellow townsmen.

Factory Classes

The Associated Industries of Massachusetts agreed in 1920 to sponsor this work, and they have continued to give their active support. The first step in the organization of a factory class is to find a suitable place of meeting for the class; and the

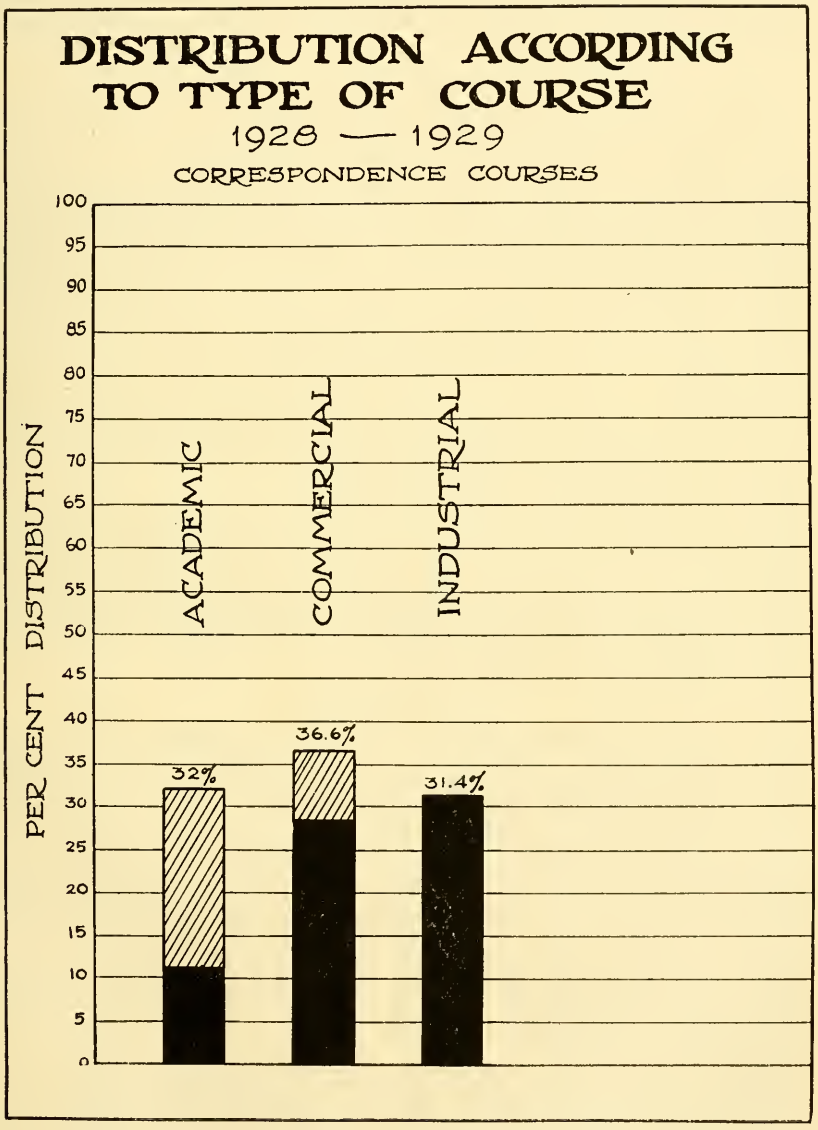


CHART J. — STUDY BASED ON 500 SELECTED STUDENTS
Black Portions of Bars Indicate Men; Hatching Indicates Women

next step is for the director to go through the factory and talk to each prospective pupil individually and try to arouse his interest.

Classes are usually held twice a week, some during the lunch hour, some between the day and night shifts. Here again punctuality and attendance records are nearly perfect. In one city thus far for the season, the record of attendance in factory classes has been 99.7 per cent in a total enrolment of several hundred.

The factory classes meet in surroundings already familiar to the students and consequently reach many foreigners who would not otherwise go to school. Many aliens, desirous of learning English, hesitate to enroll in a public school. Many lack the stimulus to enroll. This stimulus is frequently provided by a plant advisory committee of executives and employees who follow up on attendance. These classes are in factories of varied types, embracing industries such as textiles, rubber, machinery, metal, paper, public utility, and leather. From one to 30 or more classes have been held in a single factory.

New Naturalization Procedures

The new naturalization procedure, which became effective July 1, 1929, may be summarized as follows:

First Papers. — The applicant must be at least eighteen years old. He must be a legal resident of the United States. He must obtain a certified record of his legal arrival in the United States. He must submit two photographs of himself within thirty days of the date of his application. They must be 2½ by 2½ inches in size. If he came to the United States after July 1, 1928, he must enclose also his identification card. If he does not know the exact date of his arrival or the port of entry, he must give the facts of his arrival as he remembers them and submit all documents that may help to clear the matter up. The application blank must be filled out and mailed to the District Director of Naturalization. He must be sworn in and pay a filing fee.

Second Papers. — The applicant must be at least twenty-one years old. He must have lived in the United States continuously for at least five years and at least six months in the county where he makes application. He must obtain a record of his legal arrival in the United States regardless of his date of entry. He must submit two photographs of himself. He must be able to speak English and sign his name and must also have a general knowledge of the history and government of the United States.

It may easily be concluded from this brief outline that the necessity of training in English and good citizenship is unavoidable for an alien wishing to be naturalized. At the present time the schools enroll about half the new citizens admitted each year, but there has lately been a gradual increase in the percentage of applicants who enrolled in naturalization courses.

Home Classes

There has been a gradual but decided growth in the work done in home classes in the past three years. In 1926–27, there were 207 such classes in the Commonwealth and 1,987 students. In 1927–28, there were 224 classes and 2,335 students. In 1928–29, there were 226 classes and 2,698 students. These classes have been held in about thirty cities and towns.

In many cases adult aliens are unable to attend evening or factory classes. This is sometimes the result of household and parental duties, sometimes of sickness and often of timidity on the part of the prospective student. Because it is these very people who are detained at home who need Americanization study the most, teachers are sent into the homes to instruct small groups of neighbors.

In the home the teacher finds the best possible subject material for teaching them English. The home furnishings, objects with which they are familiar through everyday use, are used as illustrations of the lessons. It is one of the most valuable of Americanization methods.

Similar in many respects to the home class is the neighborhood class. Racial organizations, charitable organizations, social clubs, workingmen's clubs provide opportunity for Americanization classes. Attendance at these classes, which usually have a membership of a score or more, is quite regular and the students make rapid progress. Instead of isolating the immigrants according to nationali-

ties, as might be feared, this system stimulates many of them to continue their work later in classes held in the public school buildings where they will have contact with all races.

Teacher Training

It has been the policy of the Department of Education to give preference to teachers holding certificates awarded for the satisfactory completion of a course in "Methods of Teaching Adult Immigrants," including a knowledge of the backgrounds of adult alien education. Classes of this kind for teachers have been conducted for the past twelve years at the summer sessions of two of the State Normal Schools, and frequently in local communities during the winter months. A correspondence course in the above subject is also offered for the benefit of teachers.

Twenty-nine conferences of an hour and a half each constitute the class instruction at summer schools. Lectures, discussions, reports, personal observation work and directed reading are included in the various courses. Problems taken up are: (1) What to teach and how to teach immigrant men and women; (2) Americanization and Americanism, immigration and naturalization problems as related to the work of the schools; (3) racial backgrounds of immigrant groups; (4) observation and practice teaching in evening school classes of adult aliens at Hyannis and North Adams; (5) analysis of procedures from the supervisor's standpoint (for experienced teachers only). Such summer school work has been conducted during the last year at the summer schools at Hyannis and North Adams; and winter classes have been held during the year in Boston, Lynn, New Bedford, Haverhill and Holyoke. Frequently the State supervisors conduct local teachers' meetings after visiting the classes.

Teacher Training Statistics

Number of teachers employed in adult alien classes	977
Number of college or normal school graduates	825
Number of teachers holding State certificates:	
(*a*) Instruction received in classes	716
(*b*) Instruction received in correspondence course	77

Courses of Study

Materials for courses of study used in Americanization classes follow:

The Introductory Set of fifty lessons in English for American citizenship is used in the beginners' classes. Each lesson contains a practical theme in easy language on an everyday subject.

The Intermediate Set is composed of seventy-five lessons in conversation and reading for adult immigrants in second year classes. The subjects are classified under three headings: (1) General; (2) Industrial (for factory classes); (3) Home Interests (for women's classes).

Twenty Health Lessons in Easy English, prepared in co-operation with the Department of Public Health, contain illustrated lessons on health topics of vital interest and value to adult immigrants.

The Intermediate and Advanced Manuals provide teachers with complete courses of study for second year and third year pupils, and include suggestions of practical value on types of work, programs, lesson plans, materials, etc.

Thirty Lessons in Naturalization and Citizenship constitutes a course for teachers of classes whose members are specifically preparing for naturalization. This manual, in its treatment of the subject of "Democracy — What It is, How It Came To Be, and How It Works and Serves Its People," has been instrumental in developing right attitudes in hundreds of new citizens.

Supplementary English Lessons on Banking is the title of a series of lessons prepared by a committee of bank representatives and school superintendents for the special purpose of assisting immigrant students to understand and use dependable banking facilities. These lessons are graded for beginning, intermediate, and advanced students and are illustrated.

The Teacher's Manual and *A Practical Reader for Adults* by Miss Josephine D. Mason, supervisor at Springfield, were added to the Americanization materials during the past year.

Enrolment in English and Citizenship Classes, 1928–1929

Cities	Evening Schools		Factory Classes		Home Classes		Other Centers		Totals			
									1928–29		1927–28	
	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment
Attleboro	4	77	–	–	–	–	–	–	4	77	6	88
Beverly	4	69	1	16	–	–	–	–	5	85	8	124
Boston	80	2,310	–	–	–	–	37	1,024	117	3,334	108	3,399
Brockton	13	267	–	–	–	–	11	263	24	530	22	430
Cambridge	32	459	13	151	5	53	17	239	67	902	77	910
Chelsea	19	404	–	–	12	120	12	195	43	719	44	792
Chicopee	10	240	4	46	–	–	–	–	14	286	7	197
Everett	14	159	2	20	39	295	7	110	62	584	54	519
Fall River	60	972	11	127	11	180	13	207	95	1,486	100	1,512
Fitchburg	10	261	–	–	7	92	3	106	20	459	25	532
Gardner	18	377	–	–	–	–	–	–	18	377	16	295
Gloucester	3	62	–	–	–	–	1	11	4	73	2	53
Haverhill	8	200	–	–	12	128	3	64	23	392	23	330
Holyoke	22	448	7	71	4	29	15	251	48	799	40	719
Lawrence	23	623	6	63	11	203	12	201	52	1,090	65	1,304
Leominster	5	76	2	22	1	10	–	–	8	108	7	98
Lowell	19	315	–	–	11	171	–	–	30	486	24	444
Lynn	12	523	–	–	–	–	8	246	20	769	18	631
Malden	18	321	2	27	10	111	–	–	30	459	36	536
Marlborough	1	17	–	–	–	–	–	–	1	17	2	19
Medford	1	28	–	–	–	–	–	–	1	28	2	20
Melrose	–	–	–	–	–	–	–	–	–	–	–	–
New Bedford	36	969	115	1,903	36	646	9	154	196	3,672	198	3,555
Newburyport	–	–	–	–	–	–	–	–	–	–	–	–
Newton	4	85	–	–	1	9	4	80	9	174	9	164
North Adams	4	109	–	–	–	–	–	–	4	109	4	100
Northampton	4	47	–	–	–	–	–	–	4	47	3	42
Peabody	11	219	–	–	–	–	2	26	13	245	13	284
Pittsfield	14	446	6	110	–	–	2	48	22	604	25	622
Quincy	12	287	7	174	6	49	–	–	25	510	28	524
Revere	12	188	–	–	2	35	6	110	20	333	21	320
Salem	13	272	4	78	–	–	–	–	17	350	19	420
Somerville	16	302	–	–	4	17	7	134	27	453	24	454
Springfield	28	633	–	–	2	32	11	180	41	845	45	882
Taunton	14	207	–	–	1	12	1	14	16	233	17	237
Waltham	9	149	–	–	22	114	2	30	33	293	34	298
Westfield	7	153	–	–	–	–	3	42	10	195	10	206
Woburn	2	43	–	–	–	–	–	–	2	43	3	32
Worcester	30	488	–	–	8	206	4	286	42	980	52	999

| Towns | | |

Enrolment in English and Citizenship Classes, 1928–1929 — Concluded

Towns	Evening Schools		Factory Classes		Home Classes		Other Centers		Totals			
									1928–29		1927–28	
	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment
Mansfield	2	34	–	–	–	–	–	–	2	34	2	35
Marion	–	–	–	–	–	–	–	–	–	–	–	–
Marshfield	1	15	–	–	–	–	–	–	1	15	–	–
Mattapoisett	–	–	–	–	–	–	–	–	–	–	–	–
Maynard	4	58	–	–	–	–	–	–	4	58	5	84
Milford	3	12	–	–	–	–	–	–	3	12	1	22
Milton	2	24	–	–	–	–	–	–	2	24	2	23
Nahant	–	–	–	–	–	–	–	–	–	–	–	–
Nantucket	–	–	–	–	–	–	–	–	–	–	1	7
Natick	1	42	–	–	2	19	–	–	3	61	4	62
Needham	1	10	–	–	–	–	–	–	1	10	1	6
North Attleborough	3	27	–	–	–	–	–	–	3	27	3	25
Northbridge	3	45	–	–	–	–	–	–	3	45	2	28
Northfield	–	–	–	–	–	–	–	–	–	–	–	–
Norwood	8	127	–	–	5	27	3	31	16	185	17	216
Palmer	8	118	–	–	–	–	–	–	8	118	5	80
Plymouth	4	45	1	13	–	–	–	–	5	58	6	70
Provincetown	–	–	–	–	–	–	–	–	–	–	–	–
Rockport	–	–	–	–	–	–	–	–	–	–	–	–
Russell	–	–	–	–	–	–	–	–	–	–	–	–
Saugus	–	–	–	–	–	–	–	–	–	–	–	–
Scituate	2	18	–	–	–	–	–	–	2	18	2	27
Shirley	1	15	–	–	–	–	–	–	1	15	1	30
Somerset	2	48	–	–	–	–	–	–	2	48	–	–
Southbridge	6	55	–	–	–	–	1	6	7	61	14	137
South Hadley	4	59	–	–	–	–	–	–	4	59	2	27
Shrewsbury	1	21	–	–	–	–	–	–	1	21	–	–
Stoneham	1	5	–	–	–	–	–	–	1	5	1	17
Stoughton	–	–	–	–	–	–	–	–	–	–	–	–
Swampscott	–	–	–	–	–	–	–	–	–	–	–	–
Templeton	1	12	–	–	–	–	–	–	1	12	1	21
Tisbury	–	–	–	–	–	–	–	–	–	–	1	6
Turners Falls	–	–	–	–	–	–	–	–	–	–	1	14
Uxbridge	–	–	–	–	–	–	–	–	–	–	2	36
Wakefield	2	31	–	–	–	–	–	–	2	31	3	44
Walpole	–	–	–	–	–	–	–	–	–	–	–	–
Ware	1	16	–	–	–	–	–	–	1	16	1	23
Wareham	–	–	–	–	–	–	–	–	–	–	–	–
Warren	–	–	–	–	–	–	–	–	–	–	2	29
Watertown	6	88	1	19	4	22	1	18	12	147	14	184

Webster	1	26	–	–	–	–	–	–	1	26	1	32
W. Springfield	3	43	10	121	1	6	–	–	14	170	12	93
Westborough	–	–	–	–	–	–	–	–	–	–	–	–
Westford	–	–	–	–	–	–	–	–	–	–	–	–
Westport	1	12	–	–	–	–	–	–	1	12	2	29
Westminster	3	33	–	–	–	–	–	–	3	33	3	35
Weymouth	–	–	–	–	–	–	–	–	–	–	–	–
Winchendon	3	37	–	–	–	–	–	–	3	37	2	34
Winchester	2	18	–	–	1	16	–	–	3	34	3	32
Winthrop	2	34	–	–	–	–	–	–	2	34	2	26
Totals	737	15,075	193	2,977	226	2,698	197	4.096	1,353	24,846	1,438	25,123

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS

DEVELOPMENT OF EDUCATION IN MASSACHUSETTS

Arthur C. Boyden, Principal, State Normal School, Bridgewater

The History of Education in Massachusetts is a unique development. This general outline was prepared for use in the Normal School classes for this Tercentenary year.

In the early periods the State naturally was a pioneer in the field of education. In the later years her development has been a part of the larger national movement.

The arrangement of the material in periods is meant to be a guide in organizing the reading of the classes, while the interpretation may serve as the basis of class discussion. Teachers will doubtless have additions to make to this outline.

The reports of the State Board of Education are the invaluable sources for much of this material. Martin's "Evolution of the Massachusetts Public School System" (Appleton) is an authority for the early years. Cubberley's Series of Histories (Houghton) and Monroe's "Encyclopedia of Education" (Macmillan) are very helpful on the general movements. Mangun's "The American Normal School" (Warwick & York) is the latest authority on the Massachusetts Normal Schools. Many other reference books in the libraries are available.

First Period — Colonial Education

FOUNDATIONS OF POPULAR EDUCATION

In this period the Massachusetts system of schools was founded, in rough outline — dame schools, elementary schools, secondary schools, and colleges. In the latter part of the period local district schools became prominent and academies arose in the secondary field; also secular textbooks began to replace religious books.

17th Century

	Important Events	*Interpretation*
1635–45	First Latin Grammar Schools, Boston (1635). Charlestown (1636). Salem (1637). Dorchester (1639). Ipswich (1641). Cambridge (1642). Roxbury (1645) Cheever's "Accidence" the noted text	Transfer of English Secondary schools to fit for universities Forerunner of American Secondary Schools
1636–8	Harvard College, Cambridge £400 by General Court Library and one-half estate — John Harvard	To provide educational leaders, ministers and teachers. Influence of Cambridge, Eng.
1642	First School Law — universal education in homes, enforced by selectmen	"To train all children in learning and labor." "Profitable to Commonwealth." A civic aim
1644	Elementary School, Dedham Three R's	Free school, built and supported wholly by public taxation
1647	Massachusetts School System (1) Reading and Writing Schools (2) Latin Grammar Schools "Mother of all school laws" **1683** 500 families — two Writing and two Grammar Schools	Six principles of popular education: 1. Universal education 2. Parental obligation 3. State enforcement 4. State standards 5. Public taxation 6. Higher education
1673 onward	Dame Schools, Woburn (1673) Hornbook, A B C's Private, tuition schools	Forerunner primary schools — prepare for upper schools. Transfer from England

	Important Events — Con.	*Interpretation* — Con.
1682 onward	Separate grammar and writing schools (arith.)	Schools of Three R's
	"New England Primer"	Dominant textbook for a century

18th Century

1701	Certification of Master by a committee of ministers	First compulsory certification — germ of school committee
1704 onward	Moving schools in parishes (Scituate)	Decline in educational interest — due to expansion, Indian wars, etc.
1730 onward	Parishes establish district schools (Sutton)	Local expansion of town "moving schools," opportunity for all
1763 onward	Academies begin to replace Latin grammar schools — endowed, tuition	Need for practical schools for non-collegiates and collegiates
	Dummer (1763). Andover (1778–80). Exeter, N. H., Leicester (1784)	Transfer of secondary schools attended by English dissenters (Milton's Tractate)
1768	Legislation authorizing districts	District system fixed — decentralized schools
1784	Morse's "Geography." 1795 "Elements of Geography"	First American geography. Growth of American commerce
1780–90	Webster's Readers and Spellers	Civic ideals through reading books

Second Period — 1789–1860

DEVELOPMENT OF STATE EDUCATION — CITIZENSHIP

Upon the formation of the United States Government, education was taken up by the individual states — the civic purpose superseded the older religious aim. District schools and academies at first were dominant. Gradually graded town schools and public high schools developed. Definite steps were taken toward State direction of education at public expense, under Horace Mann's influence. Following him came a marked expansion in the scope of public education.

	Important Events	*Interpretation*
1789	Massachusetts School Law. 50 families — Reading and Writing School. 200 families — Latin Grammar School	American schools by the people, for the people
	Legalized district system	Education the cornerstone of citizenship
	Official supervision of schools	
	Code for Moral Instruction	Religious purpose replaced by civic
	Secular textbooks — Webster's "American Speller" (1785)	
	Pike's "Arithmetic for Americans" (1788). Bingham's "American Preceptor." Bingham's "Grammar" (1799)	Boston center of book publication
1793	Williams College chartered, 1821, Amherst	Extension higher education to western part of State
1797	State law incorporating academies, grants of State aid	Tuition academies become part of State system. Practical education for leaders

	Important Events — Con.	*Interpretation* — Con.
1800–27	District school legislation 1800 Power to tax 1817 Districts become corporations 1827 Prudential Committees	Local control of schools. Extreme growth of democracy. Women teachers in summer
1810–11	Professional Schools 1810 Harvard Medical School 1817 Harvard Law School 1823 Mass. College of Pharmacy	Distinct professions provided for — granting of doctors' degrees
1818–28	Monitorial school experiments One principal. Monitors trained as assistants	Forerunner of graded schools and teacher training
1818	Girls' Seminary at Byfield. Ipswich (1828). Andover (1829). South Hadley (1837)	Extension of secondary education to girls in separate institutions
1818	Primary Schools in Boston, $5,000. In hired rooms. Separate committees. Primary building (1834)	Replaced private Dame Schools. All children to be able to read
1821	First high school for boys. Boston "English Classical School" 1824 "English High School" 1826–8 First high school for girls, Boston 1827 Mechanics Institute Five high schools in Massachusetts	Non-collegiate secondary schools for mercantile and mechanical classes at public expense. Rival of academies
1821	Warren Colburn's First Lessons in Arithmetic (Boston) 1822 Goodrich's History (Boston) 1826 Geography a required subject 1832 Webster's History of the United States	Mental arithmetic substituted for dictated ciphering. First adoption of Pestalozzi's ideas. Enrichment of course of study begins
1823	Graded schools in Boston: Primary. Grammar school. Writing and Arithmetic school. English high. Latin school.	Beginnings of modern grading of schools and teachers
1824–6	Town School Committee — in charge of schools, textbooks, teachers	First attempt to remedy evils of district system by return to town control
1826	Law — high schools — 500 families 1835 Permissive law for all towns	Influence of James G. Carter — the beginnings of distinctive American high school
1829	Essex Co. Teachers' Association First permanent county association 1830 American Institute of Instruction, Boston	Discussion of educational problems by the teachers Leader in educational advances
1829	Incorporation — Asylum for Blind, Perkins Institute	Pioneer work of Dr. Samuel G. Howe
1823–42	Teachers' Seminaries — academy type 1823 Concord, Vt., — S. R. Hall 1829 First professional book on teaching 1830 Andover — S. R. Hall	Teachers' department recognized — three years' course — model school Forerunner of State Normal Schools

	Important Events — Con.	*Interpretation* — Con.
1832	Founding Perkins Institute for Blind, Boston 1867 Clarke School for Deaf — Alexander Bell	Education for the handicapped Use of "oral method"
1834	State School Fund — distributed on certain conditions	Influence, James G. Carter. Means of aiding schools and obtaining statistics and reports
1836	First child labor law — under 15 years — 3 months' schooling	Prevention of child exploitation for gain
	HORACE MANN, SECRETARY OF BOARD OF EDUCATION (1837–1848)	
1837	State Board of Education, Horace Mann, Secretary	Beginning of "Revival of Education." Common schools to Public schools. Information and recommendation.
1837	Mt. Holyoke Seminary — Mary Lyon	Secondary Education for girls in western Massachusetts
1837	Law authorizing districts to raise money for district libraries 1842 Appropriation from school fund 1848 91,539 volumes in 297 towns	Horace Mann's plan to provide reading for young and old Foundation of "Common School Libraries"
1838	Law authorizing Union districts	First step toward consolidation of schools
1837–40	State Normal Schools 1837 Memorial to Legislature 1838 Offer $10,000 by Edmund Dwight 1839 Lexington (W. Newton, Framingham); Barre (Westfield) 1840 Bridgewater	Efforts of James G. Carter, Charles Brooks, et al. Reports of Prussian and French "Normal" Schools Policy of separate State schools rather than departments in academies
1840	First City Superintendent — Springfield 1851 Boston 1855 Worcester	General movement in cities to unify the school system
1845	Massachusetts Teachers' Association "Convention of Practical Teachers"	To discuss Mann's "reforms" in education
1845	First official written examinations in Boston — basis of reforms in 1847	Grammar and writing schools combined under one principal and assistant Precedent for "grammar" schools
1845–6	Teachers' Institutes under Board of Education authorized	Extension of educational instruction throughout the State
1846	Erection, Normal School buildings at Bridgewater and Westfield. First in America	$5,000 offered to State as memorial to Horace Mann
1847–8	State Reform School, Westborough	Instruction of juvenile offenders
1846–73	Louis Agassiz — scientist at Harvard, Institutes, and Normal Schools 1847 Lawrence Scientific School at Harvard Asa Gray — Harvard	The great impetus to science teaching — natural history and geology — establishment of Museum of Comparative Zoölogy Modern science of Botany

	Important Events — Con.	*Interpretation* — Con.
1848–54	Arnold Guyot — State Institutes and Normal Schools. Princeton, N. J. Physical Geography — "Earth and Man" (1849)	Geography as a science — "The Earth as the Home of Man" New wall maps and physical geographies
1848	"Massachusetts Teacher" established 1875 "New England Journal of Education"	Mouthpiece of educational leaders
1848	Resignation of Horace Mann	"Seven great reforms" "Common School Journal"

BARNAS SEARS, SECRETARY OF BOARD OF EDUCATION
(1848–1855)

1850	First law to prevent truancy 1852. First compulsory attendance law in the United States	To meet new conditions — increase of foreign population and manufacturing
1850	Todd Fund for Normal Schools	To enlarge advantages of students
1850	Law authorizing physiology and hygiene	Need of attention to health — influence of Horace Mann
1851–7	Special Agents of Board of Education 1857 Authorized agents	To conduct institutes, advise, extend influence of Board
1851	First State law regarding Public Libraries 1860 — 45 Public Libraries in Massachusetts; 200,000 volumes	Due to rapid growth of endowed free public libraries. To stimulate free libraries "to supplement common schools, academies and colleges"
1849–51	Appropriation and establishment, Massachusetts School for Feeble-minded	First effort to help this neglected class
1852	Tufts College	Under Universalists
1853	State scholarships for college students	To aid teachers for high schools — unsuccessful
1854	Fourth State Normal School, Salem Richard Edwards, principal (Bridgewater, 1846)	Expansion of State policy first fruits of earlier Normal Schools
1854	City and Town superintendents authorized	Recognition of value of organization and development
1854–5	Law prohibiting division of public money. Reading of Bible 1862 No sectarian books 1880 No comment on reading Bible	Non-sectarian public schools Completion of change from religious to secular schools
1855	Public school teachers invited to lectures of Agassiz	Beginning of interest in Natural History in public schools

GEORGE S. BOUTWELL, SECRETARY OF BOARD OF EDUCATION
(1855–1860)

1857	History a required subject	Added step in civic education
1857	Formation "National Teachers' Association," Philadelphia (1870, National Education Association, N. E. A.)	Movement started in New York and Massachusetts. General educational welfare in the country
1858	Drawing an optional subject	Beginnings of Art education

	Important Events — Con.	*Interpretation* — Con.
1859	School year not less than 6 months	Expansion law 1826 — town to support schools for all children, 6 months

Third Period — 1860–1890

Beginnings of Modern Education

This period is marked — by the development of modern types of institutions; by active reforms in methods of instruction; by the expansion of State control; by the growth of supervision; and by the differentiation due to introduction of new subjects.

	Important Events	*Interpretation*
	New Development of Normal Schools, Psychology the "master science." "Science and Art of Teaching." New courses of study. Object Teaching, Elementary Science	Influence of Pestalozzi, 1860–6 Oswego Movement Influence of "Faculty Psychology," Sir William Hamilton, Mark Hopkins Influence of William T. Harris, St. Louis Superintendent, 1867–80. Logical courses of study

Joseph White, Secretary of Board of Education (1860–1875)

1860	First English-speaking kindergarten, Elizabeth Peabody — Boston 1888 Kindergarten adopted by Boston, part of public school system	Influence of German kindergartens in Middle West (1855). Mrs. Carl Schurz, a pupil of Froebel. First public kindergartens, St. Louis, 1873
1861–5	Massachusetts Institute of Technology 1867 Massachusetts Agricultural college under Morrill Act (1862) 1888 Worcester Polytechnic	Higher technical and industrial education for people in a growing industrial State
1862	Massachusetts Truancy Law 1866 County Reform Schools 1873 County Truant Schools 1881 Union Truant Schools 1911 Six County Training Schools	Compulsory education essential to the State. Reform of juvenile delinquents by appropriate education.
1866	Revised Normal School Course 1869 Four-year course in the school	Included new subjects of drawing, music and gymnastics. Included advanced subjects
1867	Incorporation Clarke School for Deaf-mutes 1869 Boston School for Deaf-mutes 1873 Named "Horace Mann School"	Continuation of State policy toward the handicapped. Boston school first public school for deaf
1869–83	Legislation — abolition of district system. Final abolition, 1883	Active movement toward central control of schools by towns
1869—	Lowell, Longfellow, Emerson, Holmes, Motley, Parkman, etc.	Great period of American Literature
1870	Drawing required in public schools Industrial and mechanical drawing. 10,000 population 1871 Walter Smith, State Art Director 1872 Industrial Schools — permissive 1873 Normal Art School	To maintain Massachusetts' position in design in manufactures and arts

	Important Events — Con.	*Interpretation* — Con.
1873–9	Growth of Colleges 1873 Boston University 1875 Smith College 1879 Radcliffe College	College education open to women
1873	Free textbooks — permissive law 1874 Adopted in Fall River 1884 Free textbook law	Another step toward free universal education for all classes
1874	Normal School Worcester Normal School	To accommodate central part of State
1874	Legal for women to serve on school committees	Recognition of natural deep interest in schools
1875	"New England Journal of Education." T. W. Bicknell. A. E. Winship	Weekly exponent of educational progress
1875	Revolution in methods of teaching geography, arithmetic, language 1889 Parker's "How to Teach Geography" 1894 Parker's "Talks on Pedagogies" 1895 Frye's Geography	Influence of Col. F. W. Parker, Superintendent in Quincy (1875–80), Boston (1880–3), Cook County Normal (1883–99) Teaching from standpoint of child Language lessons replacing technical grammar 1870 Superintendent Solden, St. Louis, "Grube" system of teaching number
1876	Instruction in sewing — permissive law 1884 Springfield introduced sewing 1886 introduced knife work	Beginnings of industrial subjects in public schools
1877	Massachusetts Schoolmasters' Club — Boston	To discuss new movements in education
1876–8	Child labor laws more stringent	To meet danger of exploiting children by corporations

JOHN W. DICKINSON, SECRETARY OF BOARD OF EDUCATION
(1877–1893)

1879	Norfolk County examinations in fundamental subjects, by George A. Walton, Agent of Board of Education	Revealed importance of skilled supervision in improving methods of instruction
1880	Organization of courses of study for elementary and high schools under direction of Board of Education	Definite pedagogical tendency in relation to subject matter of study — elimination of useless topics
1882	Manual Training. Experimental classes in woodworking in Boston. 1884 Hand tool work authorized 1888 Swedish Sloyd introduced in Boston (Gustaf Larsson)	Influence of Russian exhibit at Centennial (1876). Manual training high schools in western cities (1880–6). To build up industries, "formal discipline" aim replaced by practical and artistic aims
1883	Evening schools required for certain cities and towns — children over twelve years	Extension of opportunities for elementary education, begun in 1857
1885	Business courses in high schools 12 years — establish two years' work	Differentiation of high school courses to meet needs of pupils

	Important Events — Con.	*Interpretation* — Con.
1885	Law — Temperance, physiology and hygiene	Educational basis for temperance
1888	Union Superintendents of Schools — permissive 1902 compulsory	To bring all schools under expert supervision

Fourth Period — 1890–1910

EDUCATION A SCIENCE — TEACHING A PROFESSION

From this time on, the educational development of Massachusetts becomes in a measure a part of certain movements affecting the whole country, based on the scientific study of education — influence of Herbart and Froebel; the "new Psychology," child study and adolescence; university departments of education; influence of President Eliot and John Dewey. In Massachusetts — Nature Study and Manual Training movements; Vocational Education; Medical Inspection.

General Movements in the United States

	Important Events	*Interpretation*
1889	DeGarmo's "Essentials of Method"	Herbartian influence
1892–7	McMurray Brothers "General Method" "Method in Recitation"	New social point of view New educational philosophy New technique of instruction New emphasis on history and literature
1892	National Herbart Society 1902 National Society for Study of Education	
1897	Rapid growth of Kindergartens in United States. Adoption as part of public school system Introduced into 189 cities in United States	Influence of Froebelian ideas. Natural, directed self-activity and expression. Schoolroom a miniature of society. Play and motor expression
1890 1899	New Psychology (William James Harvard) "Principles of Psychology" "Talks to Teachers on Psychology"	Influence of theory of evolution. "Education the organization of acquired habits of conduct and tendencies to behavior." "Habits and skills"
1906 1907	Child Psychology (G. Stanley Hall) "Youth" "Adolescence"	How child personality develops. The child the "center of gravity" in schools. Special importance of this turning point in development. Genetic point of view
1907	"Psychology" by C. H. Judd (Chicago)	"The rational function of consciousness"
	Teachers' Colleges and Schools of Pedagogy 1888 Teachers' College, Columbia 1889 Clark University, Worcester 1890 School Pedagogy, New York University 1901 School Education, Chicago University	Development of departments of education in universities — scientific study of education for benefit of the whole country
1896 onward	"Project or Problem" Method. Introduced by John Dewey in experimental elementary school at Chicago University	Based on idea that "the school should reproduce typical conditions of social life" Dewey's "School and Social Progress" (1899)

	Important Events — Con.	*Interpretation* — Con.
1895–7	Beginnings of Measurement of Achievements — Dr. J. M. Rice Tests in spelling, penmanship, composition, arithmetic	Scientific study of results by measurements of specific items
1890–1905	Reorganization school system and courses 1888–92 C. W. Eliot, "Can school programs be shortened and enriched?" 1891–3 Committee of Ten on secondary school subjects 1893–5 Committee of Fifteen on elementary subjects 1890–1900 Growth of departmental teaching. Special teachers. New plans of grading and promotion 1901–2 Dewey and Harper — condensing elementary course to six years	Purpose — shortening time, enrichment, elimination of non-essentials New emphasis on sense perception and laboratory methods Influence of revision of national systems of France and Japan in 1900 St. Louis Exposition (1904), revealed American situation

Particular Movements in Massachusetts — 1890–1910

1890	Nature Study Movement in Plymouth County	Course of study laid out by grades — beginning of nature study on general scale
1890	Free Public Library Commission	To develop the libraries in towns
1891	First School Garden — George Putnam School, Boston, H. L. Clapp, principal 1901–6 Rapid growth of movements. Home gardens. Town Improvement Associations Boyden's "Nature Study by Months" (1898) Hodge's "Nature Study and Life" (1902) State Institutes — courses of study	Enrichment of school curriculum by use of nature material Emphasis on educational, social, economic, and artistic values of the study of nature
1892	State Course of Study for elementary schools. John W. Dickinson, Secretary, Board of Education	Reorganization on pedagogical basis under Agents of Board of Education
1892	District superintendents for groups of small towns	To bring all schools finally under expert supervision
1889–1905	Slow beginnings of consolidation small schools — due to loss of population and property	Purpose — to better school conditions and to obtain better teachers

Frank A. Hill, Secretary of Board of Education (1894–1904)

1895	Manual Training department in high schools, 20,000 population. 1898 Elementary schools, 20,000 population	Growth of demand for prevocational training
1895	United States Flag to be displayed from all public school buildings	Tangible means of teaching patriotism

	Important Events — Con.	*Interpretation* — Con.
1895–6	New group Normal Schools — Fitchburg, North Adams, Hyannis, Lowell 1896 High school graduation required and examination Differentiation — 1898–9, Household Arts at Framingham; 1908, Commercial at Salem; 1908–10, Practical Arts at Fitchburg; 1914, Music at Lowell	To meet increasing demand for trained teachers Preparation of special teachers and supervisors
1892	State Summer Schools 1892–1900 Laurel Park 1897–1902 Salem 1898 Hyannis Summer School 1914 Fitchburg Summer School 1922 North Adams Summer School	Expansion of day institutes to a week under Agents of Board of Education Organized credit courses for training of teachers
1896	Lowell Textile School 1899 New Bedford Textile School 1904 Fall River Textile School	Vocational instruction in theory and practice of textile industry
1898	First Special Class for mentally retarded children: Springfield (1898); Boston (1898). Worcester (1899). 1919 State law for formation of classes	To provide appropriate education for this class and relieve public school classes
	George H. Martin, Secretary of Board of Education (1904–1909)	
1905–6	Report of State Commission on Industrial Education 1906 Separate commission on industrial education Increase vocational courses in high schools. Growth of trade schools — independent industrial schools 1911 State-aided vocational schools in 13 cities and towns	Recommended modification of work to include agriculture, mechanic and industrial arts. New courses established to meet changes in industrial life
1906	Law for Medical Inspection. School physicians. Testing sight and hearing 1908 Playgrounds required, cities and towns, 10,000 population. 46 special playgrounds in Massachusetts 1908 Open Air School, Boston 1907 First State Institution for crippled children	Specific attention required to the health of pupils
1907	Vocational Movement in Boston 1909 Bureau established	To assist young people to find places for which adapted
	David Snedden, Commissioner of Education (1909–1917)	
1909	Reorganization of Board of Education. Commissioner and deputies	Combination of State Board of Education and Commission on Industrial Education

Fifth Period — 1910–1930

EDUCATIONAL EXTENSION. TESTING ACHIEVEMENTS

This is a period of testing by scientific methods; of better organization of courses; of extension along vocational and cultural lines; of greater attention to the needs of individuals; of broader training of teachers; of centralization of administration.

General Movements in the United States

	Important Events	*Interpretation*
1908 onward	Derivation of Standard Scales — Arithmetic (1908–10). Handwriting (1910). English Composition (1912) School Surveys (1914–17) Thorndike "Measurement" (1819)	Scientific study of courses and achievements by established measuring sticks for subjects and grades (*See* 1895–7)
	Intelligence Tests — adapted to American children. Terman (1916)	Based on mental tests of Binet and Simon in France (1911)
	Introduction of industrial and vocational courses	To widen objectives of education. Influence of Dewey's "Schools of Tomorrow"
1909 onward	Junior High School Movement 1903 N. E. A. in favor 6–6 plan 1909–11 Establishment of earliest schools 1916 300 cities and towns in United States. 6–3–3 plan prominent	Discussion of six years for elementary schools (Dewey). 8–4 plan replaced by 6–3–3 or 6–2–4 plan. To adapt schools to adolescent children
	Organization of moral, civic and health instruction — seven great objectives	Improvement of civic and social standards in democracy
	Adaptation of instruction to meet varying needs of individual pupils — Detroit, Dalton, Winnetka, Morrison plans	Grouping pupils according to ability — new incentives — intelligent leadership. "Creative education"
	Teachers' Colleges — 4-year courses and degrees in most states	To strengthen preparation — professionally and culturally

Particular Movements in Massachusetts — 1910-1930

1911–12	Agricultural departments in high schools Certification teachers in state-aided high schools Codification of laws regarding vocational education 1912 Household Arts courses authorized by law	Differentiation in high schools Vocational additions
1912	Admission to Normal schools by high school certificates	Substitution of certification for examination, with specific requirements
1914	Teachers' Retirement Association	Beginnings of Pension system
1914	Establishment of early Junior High Schools: Wellesley (1914) 1917 14 Junior High Schools in Massachusetts 1928 170 Junior High Schools in Massachusetts	Disappearance of old 8 and 9 grade system. 6–2–4 or 6–3–3 most common plans. Closer connection between two high schools
1915–17	University Extension courses 1919 9,233 persons listed	Extension of education to adults and people in service

PAYSON SMITH, COMMISSIONER OF EDUCATION
(1917——)

	Important Events — Con.	*Interpretation* — Con.
1914 onward	State Conferences by Department of Education 1914 Superintendents of Schools 1916 High School principals 1918 Normal School instructors 1919 Junior High principals 1923 Health conference, etc.	Discussion of educational problems in extended conferences at Normal Schools as centers
1917	Training in civic duties added to required subjects	Development of citizenship in regular school work
1917	Smith-Hughes Act for Promotion Vocational Education	National movement to aid vocational training
1919	Formation of new Department of Education — replacing old Board by Advisory Board to Commissioner (Payson Smith)	Part of consolidation of Boards and Commissions of State Centralization of educational administration
1919	Law for Americanization Work in cities and towns	To meet needs of non-English-speaking residents of the State
1919	Minimum Salary Act	To meet low salary situation in rural schools — trained teachers
1919	Compulsory Continuation Schools — four hours per week	To continue education of working minors 14–16 years
1919	Law for Formation of Classes for Mentally Retarded Children (*See* 1898)	Special classes required to meet specific needs
1921	Degrees granted in four-year courses in Normal Schools	Part of Teachers' College movement throughout the country — to make teaching recognized as a profession
1920	First Dean of Girls in High School, Brookline	Vocational and social guidance
1922	Employment of a Supervisor of Physical Education by State	To carry out law requiring physical education in all schools
1925	State Committee for Revision of Curriculum	Scientific study of curriculum to meet modern conditions
1928–30	Three-year minimum course in all Normal Schools	To meet demand for better trained teachers

NORMAL SCHOOL REGISTRATION

The following table showing normal school registrations over a period of twenty-five years presents some interesting material. The fact that the minimum normal school course is now three years in length will, no doubt, tend to reduce the number of pupils entering the schools.

	Bridge-water	Fitch-burg	Framing-ham	Hyannis	Lowell	North Adams	Salem	Westfield	Worcester	Art School	Total
1904–05	257	134	204	42	180	112	198	138	144	369	1,778
1905–06	251	138	204	51	143	106	192	171	128	352	1,736
1906–07	250	144	213	52	142	96	176	165	136	374	1,748
1907–08	270	177	247	45	133	100	170	147	113	356	1,758
1908–09	260	196	262	49	144	149	250	166	137	342	1,955
1909–10	295	231	269	39	175	145	254	181	154	342	2,085
1910–11	295	250	299	62	165	145	241	187	183	265	2,092
1911–12	307	262	310	62	177	137	256	186	185	260	2,142
1912–13	342	235	315	54	151	152	316	209	212	267	2,253
1913–14	346	237	354	47	142	148	348	202	212	268	2,304
1914–15	377	273	345	47	178	138	374	206	209	279	2,426
1915–16	427	401	367	66	234	160	400	214	252	330	2,851
1916–17	410	433	425	70	234	157	410	198	255	314	2,906
1917–18	441	383	335	50	214	120	342	167	190	285	2,527
1918–19	415	325	367	32	174	80	303	106	116	269	2,187
1919–20	380	262	428	34	149	70	258	86	116	285	2,068
1920–21	374	284	428	32	170	63	221	138	116	319	2,145
1921–22	425	249	503	53	197	88	321	175	170	353	2,534
1922–23	476	341	523	68	236	127	456	200	196	325	2,948
1923–24	527	361	521	119	295	149	482	199	250	328	3,231
1924–25	579	362	521	119	301	151	525	187	276	401	3,422
1925–26	553	423	532	134	326	193	522	213	270	393	3,559
1926–27	583	420	528	131	292	229	509	237	272	416	3,617
1927–28	564	371	540	132	267	186	541	224	271	396	3,492
1928–29	526	306	511	75	217	121	466	92	215	328	2,857
Total	–	–	–	–	–	–	–	–	–	–	62,621

CONFERENCES AND INSTITUTES

Superintendents of Schools. — The Fifteenth Annual Conference of Superintendents of Schools was held at Bridgewater State Normal School on April 15–17, 1929.

The principal addresses were: "Responsibility of the Superintendent for an Educational Program," "The School Supervisor" and "What Shall Become of the Rural School?" by Wm. John Cooper, United States Commissioner of Education, Washington, D. C.; "The Massachusetts Bay Tercentenary," by Herbert Parker, Lancaster, Mass.; "The Relation of Education to Intelligence," "An Evaluation of Creative Education," and "The Sphere of Visual Education," by Frank N. Freeman, University of Chicago; and "The Health of the School Child," by George H. Bigelow, M.D., Commissioner of Health, Commonwealth of Massachusetts.

Junior and Senior High Schools. — The Annual Conference of Principals of Junior and Senior High Schools was held at the Framingham State Normal School on April 30–May 2, 1929. Two sessions were given over to the presentation and discussion of reports and addresses of several principals of the State Normal Schools. On Wednesday an all-day session was held by The Massachusetts Association of Deans of Girls. The principal addresses of the conference were: "The Repertory Theater and the Contest in Play Writing in High Schools," by J. Weston Allen, former Attorney-General of Massachusetts; "New Emotional and Social Adjustments in the Secondary School," "Specialized Courses versus General Courses in the Secondary Curriculum," and "The Introduction of Social Studies into the Secondary Curriculum," by Charles H. Judd, Director, School of Education, University of Chicago; "The Significance of the Tercentenary of the Massachusetts Bay Colony," by Herbert Parker, former Attorney-General of Massachusetts; "The Place of Foreign Language in Junior High School," by Bancroft Beatley, Graduate School of Education, Harvard University; and "A Teacher's Philosophy of Life," by J. Edgar Park, President, Wheaton College, Norton, Mass.

Elementary School Principals and Supervisors. — On March 26 to 28, 1929, the Department held the first State conference for principals and supervisors of elementary schools. This conference was held at the Massachusetts Agricultural College. The subjects that received chief emphasis and the speakers were as follows:

(1) "Character Education" — Prof. Hugh Hartshorne of Teachers' College, Columbia University (two addresses), and Herbert C. Parsons, Deputy State Commissioner of Probation. (2) "Supervision of Classroom Instruction" — Prof. John J. Mahoney, Boston University. (3) "Visual Aids to Instruction" (illustrated) — Prof. Daniel C. Knowlton, Yale University. (4) "Safeguarding and Promoting the Health of School Children" — Dr. M. Luise Diez, State Department of Public Health; Mabel C. Bragg, Assistant Superintendent of Schools, Newton, and Carl L. Schrader, State Supervisor of Physical Education.

Other features of the program were brief reports from the field by elementary school principals, a question box on problems of school administration, and a demonstration of physical education by students of the Westfield Normal School under the direction of Miss Theresa Lammers.

The total registration was 332, including 263 principals and supervisors and 69 others engaged in various types of educational work. Eighty cities and towns were represented.

The strong interest shown in this conference and the large representation from various parts of the State clearly indicated that the Department rendered through this conference a worthwhile service and that conferences for this group of school administrators should be continued.

Normal School Instructors. — The Twelfth Annual Conference of State Normal Schools was held at Bridgewater on September 4–6, 1929. The program included a round-table discussion, reports of research studies, departmental conferences, and addresses as follows: "The Massachusetts Bay Tercentenary," by Herbert Parker, Lancaster, Mass.; "The Creative Spirit and Conduct," "The Creative Spirit and the Teacher," and "The Biographer Afield," by Rollo Brown, Cambridge, Mass. An address on "Visual Education, Illustrated by General Classroom Films," by Thomas E. Finegan, President of Eastman Films, Inc., Rochester,

N. Y., was followed by "Film — Class Day Pageant, Lowell Normal School," arranged by Merritt A. Hiscoe.

Music Supervisors. — The Sixth Annual Conference of Music Supervisors was held at Hotel Statler, Boston, on January 28, 1929. The program consisted of demonstration of classroom teaching, reports from the field, and addresses. Among the addresses given were the following: "A Growing Appreciation of Music in the Public Schools," by John F. Scully; "Cumulative Appreciation," by Mrs. Francis E. Clark, Camden, N. J.; and "Teaching Music from an Appreciative Standpoint," by Frederick W. Archibald, Instructor of Music, State Normal School, Framingham.

Art Teachers. — The Seventh Annual Conference of Supervisors and Teachers of Art, which is usually held in December, was postponed until January 17, 1930. The morning program included a presentation of the topic of the day, "Color and Design," by Charles Edward Newell, State Director of Art Education and Principal of the Massachusetts School of Art; and an address on "Developing the Design Program in Relation to the World Outside the Schoolroom," by Raymond P. Ensign, Director, Newark School of Fine and Industrial Art, Newark, N. J. In the afternoon Paulina V. Burns, Boston, gave a talk on "Educational Procedure: Free Brush Pattern in Color and Design," which was followed by a demonstration by pupils of the Donald McKay Intermediate School, East Boston.

Physical Education. — The Fifth State Conference of Directors and Instructors in Physical Education was held in the Gardner Auditorium, State House, and the new senior high school gymnasium in Somerville, on February 8 and 9, 1929. The speakers were Charles A. Gates, Executive Secretary, Advisory Council on Crime Prevention, Massachusetts; Ernst Hermann, Director of Physical Education, Somerville; C. E. Turner, M.A., Professor of Biology and Public Health, Massachusetts Institute of Technology; James Edward Rogers, National Physical Education Service, New York City; William D. Sprague, Principal of the High School, Melrose; Richard K. Conant; Ruth Evans, Assistant Director of Physical Education, Springfield; Theresa Lammers, Director of Physical Education, Westfield Normal School; Laurence Conley, Instructor of Boxing, Harvard College; Sarah Biggane, Director of Physical Education, Watertown; and Lewis S. Harris, Director of Physical Education in Belmont.

At the Somerville Gymnasium activities were demonstrated with groups of children under these instructors. About 700 teachers are affected directly by this type of conference.

Special Class Teachers. — Three regional conferences for special class teachers were held in March, 1929. The total attendance at these conferences was in the neighborhood of 800 teachers, school officials, and others who were interested. The conferences were held at Boston, Springfield, and Worcester.

Among the addresses given at the conferences was that on "The Administrative Problems of Special Class Work," by superintendents of schools as follows: Chester D. Stiles, Westfield; Jennie E. Scolley, Assistant, Holyoke; Walter S. Young, Worcester; and Merle A. Sturtevant, Shrewsbury. At the Boston meeting, the address on "The Administrative Problems of Special Class Work" was given by Walter I. Piper, Principal, Cobbet Elementary School, Lynn.

Other addresses were as follows: "The Everyday Problems of the Special Class Teacher," by Eleanore Ross, Supervisor of Special Classes, State Department of Education, New York; "The Employment Situation of Special Class Pupils," by Harold P. Thomas, Director of Research, School Department, Springfield; and "Success or Failure," by Arthur B. Lord, Supervisor of Special Schools and Classes, Department of Education, Massachusetts; "Classroom Methods and Procedure for the Special Class Teacher," by Mary C. Greene, Supervisor of Special Schools, Providence, R. I.; and "Understanding the Special Class Child," by Dr. Augusta F. Bronner, Director, Judge Baker Foundation, Boston. At the Springfield and Worcester conferences there were demonstrations by school children, and at all the conferences reports from the field from special class teachers.

Health Conferences. — The eighth annual series of regional conferences on school hygiene was conducted in 1929 under the joint auspices of the Department of Public Health and the Department of Education. The membership of the conferences was composed largely of school nurses, school physicians, teachers of

physical training, superintendents, and principals. Among the topics considered were the following:

The Teaching and Living of Health.
What Constitutes an Adequate School Health Program.
Nutrition and the Dental Program.
Health as a Fundamental Factor in Education.
Standards for School Medical Work.
What May the Superintendent of Schools Expect from the Classroom Teacher in Health Education.
Building an Outline for Health Teaching.
Summer Round-Up — Its Value to the School Health Program.

The location, enrolment and number of cities and towns represented at these conferences were as follows:

Location	Cities and Towns	Number. Present
November 22, Springfield	78	107
December 4, Worcester	61	118
December 5, Bridgewater	75	126
December 6, Salem	45	151
Totals	259	502

Teachers' Institutes. — During the past year seven institutes were conducted for the special benefit of teachers in the smaller towns of the Commonwealth. The speakers were largely members of the Department staff and State Normal School faculties. Among the subjects discussed were the following:

Evaluating the Success of Our Schools.
Health of the School Child.
Vitalizing Our Weak Spots.
The Teacher's Responsibility for the Physical Welfare of the Pupil.
Adventures in Teaching.
The Teacher's Philosophy of Education.
Our Everyday Experiences with Art Education.
A New Significance in Color and Design.
Some Impressions of the Public Schools in the British Isles.
Evaluating Classroom Procedures.
The Interpretation of Classroom Teaching from the Point of View of Teacher and Supervisor.

The location of these institutes, the number of teachers in attendance, and the number of towns represented are given below:

Location	Towns Represented	Number Present
March 8, Holden	15	145
March 15, Stockbridge	15	163
Sept. 20, Edgartown	10	77
Sept. 23, Sandwich	21	182
Sept. 27, Southwick	12	76
Oct. 4, Monson	16	145
Dec. 13, Millbury	13	224
Totals	102	1,012

PHYSICAL EDUCATION

The Department of Public Health has a series of State-wide meetings each year to present to the health workers of the State plans for Child Health Day and the Summer Round-Up. A speaker from the Bureau of Physical Education was present at each of these meetings. They were held in Milford, Worcester, Boston, Taunton,

Rockland, New Bedford, Hyannis, Northampton, Springfield, Pittsfield, and Greenfield. Physical education directors of the State attended the meetings whenever it was possible.

The physical education department of the Bridgewater Normal School sponsored a Play Day for the high school girls of the communities near Bridgewater. Eighteen high schools accepted the invitation and eighty-six girls participated. To open normal school doors to guests who will interpret to their respective communities newer ideas of competition for girls is a sound policy.

In a recent survey of the State Normal Schools, relative to the number of participants in extra-curricula activities sponsored by the department of physical education for women in each school, the following figures are of interest. The survey was made in nine normal schools, and represents a report from the total enrolment of 3,060 women.

9 Schools returned reports.
1 School gave no figures, but reported favorably of 8 sports.
1 School reported 85% participation, covering 6 sports or 1,308 participants.

Sports given, with the number of participants, were as follows: Baseball, 345; basket ball, 740; soccer, 100; volley ball, 381; hockey, 566; tennis, 346; field ball, 80; tenikoit, 165; swimming, 86; track, 172; stunts, 60; dancing, 70. Total number of participants, 4,419. Other sports reported were: Bounce ball, newcomb, hiking, bowling, archery, paddle tennis, captain ball, quoits, winter sports.

Letters were awarded in eight schools. Banquets or some recognition, as festivity, picnic, spread, etc., were reported in five schools.

TEACHERS' REGISTRATION BUREAU

During the year 1928–1929, the Teachers' Registration Bureau enrolled 2,532 teachers, received notice of 728 vacancies, and placed 320 teachers, with an aggregated salary of $436,625 for full-time teachers. The average salary of the positions filled, exclusive of substitute positions, was $1,417.61 — an increase of $1.91 over the average salary of last year.

The number of new registrants having no experience was 1,753. These teachers are classified as follows:

Positions Desired	Women	Men
High school	439	256
Elementary	290	–
Grammar and junior high	286	25
Commercial	82	14
Household arts	57	–
Physical education	51	19
Manual training	–	39
Drawing	36	4
Music	27	7
Sewing	12	–
Kindergarten	104	–
Special	2	–
Miscellaneous	2	1
Totals	1,388	365

The number of teachers placed by the Bureau from 1913 to 1929, together with the estimate of the aggregate salaries, is indicated in the following table:

Teachers Placed

	1913–25	1926	1927	1928	1929	Totals
Superintendents of schools	22	–	–	–	–	22
High school principals	159	8	16	8	13	204
Elementary school principals	113	10	6	5	5	139
High school teachers	1,036	128	115	95	71	1,445
Elementary school teachers	2,269	163	157	141	139	2,869
Special teachers	836	75	51	57	75	1,094
Normal school teachers	21	8	4	1	5	39
Substitutes	193	11	28	9	12	253
Totals	4,649	403	377	316	320	6,065
Estimated aggregate salaries of teachers placed	$4,551,243	$532,480	$503,000	$434,620	$436,625	$6,457,968

CERTIFICATION OF SUPERINTENDENTS OF SCHOOLS

The Department of Education, as required by section 66 of chapter 71 of the General Laws, determines by examination or otherwise the qualifications of candidates for the position of superintendent of schools in a superintendency union.

In accordance with the above provisions of law, six certificates were issued in 1928.

The classes and number of certificates issued by the Department since the law first went into effect are as follows: permanent certificates, 3; preliminary certificates, 133; term certificates, 202.

EDUCATION OF DEAF AND BLIND CHILDREN

Enrolment in Special Schools for the Blind and Deaf

	Enrolled September, 1928	Admitted in 1928–29	Discharged 1928–29	Enrolled September, 1929			Enrolled Nov. 30, 1929	State expenditures for tuition
				Boys	Girls	Totals		
Blind								
Perkins Institution	178	24	29	91	82	173	173	$67,565 00
Deaf								
American School	20	9	7	10	8	18	19	9,750 00
Beverly School	64	68	11	28	34	62	65	41,709 61
Boston School	207	22	18	118	93	211	203	81,156 35
Clarke School	131	27	28	59	61	120	120	105,042 74
Horace Mann School	152	35	30	67	63	130	162	58,282 92
Day Class, Lynn	21	23	–	17	5	22	22	4,150 88
Day Class, Springfield	11	4	2	6	8	14	14	2,807 68
Day Class, Worcester	10	1	4	5	8	13	14	1,687 20
Totals	794	213	129	401	362	763	792	$372,152 38

DIVISION OF IMMIGRATION AND AMERICANIZATION

The work of the Division of Immigration and Americanization has shown a normal growth during the past year. Service of various kinds has been rendered to 31,114 applicants, of whom 21,114 received information or assistance in naturalization problems. Important changes in the naturalization laws, which became effective July 1, 1929, augmented this branch of the work. The booklet, "The Constitution of the United States with Suggestions for Those Preparing for Citizenship," has been completely rewritten to cover changes in the naturalization procedure. It has been distributed to individual applicants, to schools, clubs, and racial groups.

Immigration problems were brought to our attention by 4,022 persons. The usual service was aid in the reunion of families separated by our present drastic immigration laws. Aid was given to many citizens in filling out Federal forms which will grant non quota or preferential quota status to certain relatives. Others were advised and aided in bringing relatives or friends here as visitors. Aid in travel problems was sought by 313 persons. The service given in most cases was assistance in issuance of certificates of identity which serve as travel documents and facilitated return to the United States after vacation trips abroad.

The demand for the work increased to such an extent in Worcester County that the part-time service begun as extension work from the Boston office last year was made a full-time service for the months of September, October and November. The work in the western part of the State, which is administered through the Springfield branch of the division, was extended by operating on a regular schedule to Greenfield, Pittsfield, Northampton and Adams. In Essex County the work has been carried to Gloucester, Amesbury, Salem, Peabody and Beverly from the Lawrence branch of the division. In Fall River the citizenship campaign, undertaken by two of the manufacturing plants there, necessitated a temporary extension of the work within these plants to aid the employees in filling out applications for naturalization.

During the year, His Excellency Governor Allen appointed an auxiliary Committee of the Larger Racial Groups of the Commonwealth to co-operate with the

Director of this Division in her contact with persons of their nationalities resident in Massachusetts. The Governor's appointees and the nationalities they represent are as follows: Italian, Vincent Garro; Polish, Alphonse A. Bacharowski; Syrian, Michael N. Maloof; Armenian, Dr. N. Zovickian; French Canadian, Oscar La Montaigne; Swedish, Dr. Carl R. Lindstrom; Greek, Rt. Rev. J. Alexopoulos. The Governor's Committee has held two meetings with the Director, at one of which they were addressed by the Governor, and at the other they had the opportunity to confer with Mr. Nicolls, the Federal District Director of Naturalization, concerning specific naturalization difficulties.

The director of the division, in the course of the summer, visited the several American consulates in Great Britain and Ireland, observing the work of the U. S. Public Health and U. S. Immigration Service advisors to consular service and consulting with the consuls on particular problems relative to Massachusetts persons. She also conferred with the American Consul at Marseilles on questions concerning the refugee population who are there temporarily awaiting a chance to come to America, and was able to secure valuable information concerning departmental policy with reference to students and visitors seeking non quota status.

All transatlantic liners docking at Boston have been met by agents of the division. Newcomers destined to Massachusetts are listed from the Federal immigration records and a letter of welcome is sent to each. The response to these letters has been surprisingly successful. The interest of the newcomers, who are mainly of English, Scotch, or Irish extraction, in educational opportunities has been gratifying.

DIVISION OF THE BLIND

During the year ending November 30, 1929, the Division of the Blind was in touch with 2,580 adults rendering service as follows:

Industrial aid in the form of guides, tools or advertising	26
Financial assistance	741
Instruction by the home teachers	344
Assistance in the sale of products	118
Visited	1,193
Supplied with cane	57
Employment secured for	31
Employment provided in workshops	132
Employed by the Division on staff	14
Apprenticeships provided	7
Readers for college students	4
Visited and removed from register	511

The members of the staff made 3,030 visits to blind adults. The home teachers made 1,644 visits and gave 3,896 lessons. Through the assistance of co-operating associations, vacation trips were provided for over 120 men and women. Flower Mission baskets were sent to 183 at Thanksgiving, Christmas and Easter time. From private sources, loans and gifts were made to a large number of adults to meet special emergencies.

During the year 322 new cases of blindness in adults were reported to the division, of which 206 were referred by the Massachusetts Eye & Ear Infirmary. On December 1, 1929, there were 4,300 on the register, including 3,756 adults and 544 children.

Work with Children

During the year, 359 new cases were reported, of which 247 were registered. The others were found to have too much eyesight for registration after their eyes had received proper attention. There were 92 cases reported by the Massachusetts Eye & Ear Infirmary, 82 by the schools, 20 by private oculists, 11 by the Boston City Hospital, 20 by other hospitals, 10 by relatives or neighbors, 8 by agents of the division, and 4 by child-caring organizations. More than 1,270 visits were made in the interests of children with defects of vision.

The 247 newly registered children were in the following groups:

Age	Number
– 5 years	41
6–10 years	135
11–15 years	70
Over 15 years	1
Total	247

The sight of the 247 children was found to be as follows:

Totally blind	12
20/200 or less	56
20/100 or less	38
20/70 or less	55
20/50 or less	62
Better than 20/50	16
Undetermined on account of age or mentality	8
Total	247

The causes of blindness or low vision in this group were as follows:

Myopia	77	Descemeitis	2
Hyperopia	35	Coloboma	2
Corneal opacity	32	Ptosis	2
Nystagmus	29	Vitreous opacities	2
Congenital cataract	18	Retrobulbar neuritis	1
Atrophy of optic nerve	18	Sympathetic ophthalmia	1
Buphthalmos	4	Retinitis pigmentosa	1
Chorio-retinitis	4	Glioma	1
Congenital amblyopia	4	Unknown or complicated	11
Albinism	3		
		Total	247

Sight-Saving Classes

During the year, 93 newly registered cases and 31 old cases were admitted to sight-saving classes, while clear typed books were loaned for 46 children. There were 9 newly registered cases and 10 old cases admitted to Perkins Institution and the Massachusetts School for the Blind.

One new sight-saving class was opened during the year in Boston, making 32 classes in the State as follows: Boston, 13; Brockton, 1; Cambridge, 2; Chelsea, 1; Fall River, 2; Holyoke, 1; Lowell, 1; Lynn, 1; Medford, 1; New Bedford, 2; Newton, 1; Revere, 1; Salem, 1; Somerville, 1; Springfield, 1; and Worcester, 2.

During the spring of 1929, the division co-operated with the school authorities and local child-caring societies of Ipswich by arranging for a clinic in the high school building on three afternoons. Over 40 school children were examined by an oculist, who was assisted by an optician, the school nurse, a Red Cross worker, and by an agent of the division.

During April and May, a course of lectures on the eye was held in the amphitheatre of the Massachusetts General Hospital for the teachers in sight-saving classes, school nurses, and others interested in the work. The ophthalmologists who kindly gave their services to lecture were Dr. George S. Derby, Dr. Herbert Waite, Dr. Benjamin Sachs, Dr. H. B. C. Riemer and Dr. James J. Regan.

Employment

Changes in industrial conditions have brought new problems in the placement of blind men and women in industry. The development of automatic machinery, and the increased use of the conveyor belt system of production have seemed to close many opportunities for employment. The general unemployment situation in certain localities has also increased the difficulties of the problem.

The division has been in touch with 191 who were seeking employment. Jobs

were secured for 31, including housework, farm work, teaching, elevator operator, stenographer, janitor, and factory work.

The Massachusetts Association for Promoting the Interests of the Adult Blind has co-operated with the division in providing for the maintenance of a training center at which some of the younger men are taught reseating chairs, including rush seating, tennis racket restringing, weaving and basketry. Twelve men were provided training there this year. Fourteen workers were supervised in their work at home in sewing, weaving and chair reseating.

Workshops

There were 56 employed in the Cambridge Industries, 14 in the Woolson House Industries, 19 in the Pittsfield shop, 12 in the Fall River shop, 10 in the Worcester shop, and 9 in the Lowell shop.

In the Cambridge Industries, 12,168 dozen brooms were manufactured: 192 dozen toy brooms, 1,620 dozen rattan mixed brooms, 4,233 dozen warehouse and mill brooms, and 6,123 dozen house brooms. In the Pittsfield shop, 402 dozen house brooms, 1,096 dozen mill brooms, 232 dozen warehouse brooms, 143 dozen rattan mixed brooms, and 33 dozen toy brooms were manufactured. In the Fall River shop, 1,395 dozen brooms were manufactured.

The Cambridge Industries manufactured 6,510 dozen wet and dry mops, and 628 rag rugs.

In the Woolson House Industries, six women wove art fabrics such as upholstery, pillow tops, dress goods, towels, bibs, runners, luncheon and bridge sets, valued at $5,852.

The reseating of chairs, including hand-caned, machine woven seats, spline, splint and rush seating, was carried on in most of the workshops. In the Woolson House Industries, 1,551 chairs were reseated; in the Fall River shop, 1,404 chairs; in the Lowell shop, 2,294 chairs; in the Pittsfield shop, 2,367 chairs and in the Worcester shop, 3,831 chairs. In Springfield, through the activity of the home teacher, over 500 chairs were reseated.

In the Pittsfield shop, 307 tennis rackets were restrung, and 144 repaired.

Through the Blindcraft shop the division helped 118 home workers sell their products. The shop sent out 6,981 pieces of work to be made up, and received 9,886 finished pieces, including 2,443 pieces sent in on consignment. There were 36 outside sales held during the year. Consignors were paid $3,460.95 through the salesroom in Boston, and $944.16 through the salesroom in Pittsfield. The salesrooms also paid home workers $742.90 for their labor.

Home Instruction

The seven home teachers travelled 47,174 miles, gave 3,896 lessons and made 1,644 calls. They had 344 pupils. The instruction included reading and writing Braille, reading moontype, basketry, chair reseating, typewriting, knitting, bead work, rug making, tatting, crocheting, stitching, music, pencil writing and Braille music notation. Some pupils make slow progress and many take up only one study, while others go on with the work from year to year taking up new studies each year. One pupil, recently blinded, has taken up in a short time reading and writing Braille, pencil writing, typewriting, knitting, basketry, rug making, and making bead flowers. The older people get more enjoyment from reading. The mental uplift is always a vital part of the home teaching. The pupils may not earn much with their handwork, but they are certainly happier and get back into the active paths of everyday life through the influence of the home teachers.

Financial Aid

There has been a slight increase in the number aided. During the year, $137,500 was expended in relief for 741 adults. Under the law the division may give financial assistance to needy blind adults, but may not undertake the permanent support of any individual.

Local Co-operation

The co-operation of the local organizations for the blind in Abington, Boston, Brockton, Cambridge, Fall River, Lawrence, Lowell, Lynn, New Bedford, Pittsfield, Salem, Springfield, and Worcester has been most helpful.

These local organizations co-operate with the division in meeting local problems, conducting reading circles or sewing circles, making friendly visits, furnishing guides or transportation, finding employment, conducting sales of articles made by the blind, providing vacation trips, securing medical attention, giving financial assistance, providing a weekly newspaper in Braille, and providing training facilities.

Financial Report

Receipts

Cambridge Industries for Men		$102,279 27
Rug	$3,107 46	
Mop	30,746 91	
Broom	67,433 31	
Cane	991 59	
Woolson House Industries and Salesroom		12,909 71
Local shops		43,756 06
Pittsfield	17,818 19	
Lowell	7,857 58	
Worcester	6,691 78	
Fall River	11,388 51	
Total receipts		$158,945 04

Expenditures

General administration		$41,040 25
Administration	39,108 18	
General industrial and educational aid	1,932 07	
Local workshops		71,826 33
Pittsfield	30,185 62	
Lowell	12,882 56	
Worcester	11,178 89	
Fall River	17,579 26	
Cambridge Industries for Men		149,908 25
Subsidy	32,527 52	
Rug	6,733 42	
Mop	31,706 98	
Broom	76,674 07	
Cane	2,266 26	
Woolson House Industries		26,238 68
Woolson House Industries	15,045 70	
Home work	6,606 65	
Salesroom	4,586 33	
Home teaching		15,964 36
Sight-saving classes		15,500 00
Relief		137,500 00
Total expenditure		$457,977 87

DIVISION OF PUBLIC LIBRARIES

Field Service

Each public library must, to a certain extent, formulate its own policies, but the Division of Public Libraries can and does offer advice and aid from its greater knowledge of library theory and practice. The division acts as a clearing house on library information. In its office are books on library organization, statistics on all points of library administration, building plans, lists of books on various subjects, lending collections, and other free material.

To be adequate, however, the advice and help available from the office must be supplemented by personal visits and surveys. This field service is of the utmost importance. It presents certain definite objectives in the encouragement and development of existing libraries, the improvement of their resources, facilities, and service, and the extension of library privileges to all the people in every town

in the State. These objectives are accomplished in various ways depending upon local needs, funds available, and the aid that the State is authorized to give in each case. The best results are obtained from visits, resulting in a survey of conditions, advice as to future policies, direct personal service, and offer of State aid, when possible, in the form of gifts of books or service.

Visits are usually made in response to definite calls, and because of the number of these specific requests annually, many small libraries have not been visited for several years. This year a special effort has been made to reach this latter class and as a result forty-four of the ninety-seven visits made by the field library adviser have been to libraries with which there has been no personal contact for at least five years.

Schools

"The school library looms larger on the horizon of education today than it ever has before. The public library has long been recognized as an integral part of public education, but the need for a good working library as a part of the equipment of individual schools has not been generally emphasized," says an editorial in a recent school number of the "Library Journal." School libraries in the Commonwealth are developing rapidly, due to the many new buildings, whose plans always include a library room.

The division has been fortunate this year in obtaining the services of a field assistant who is also a trained school librarian, and in consequence more school libraries have been helped than in previous years. Thirteen junior high and eighteen senior high school libraries have been visited. Problems of administration and development of school libraries have been discussed and reports made of conditions with suggestions for improvements.

The greatest obstacle to the growth of school libraries is the lack of funds to increase the book collections and to engage full-time librarians. Eight of the junior high school library visits have been to new buildings. Four of the best planned library rooms had no books on the shelves and were closed. The remaining four had three teachers and one trained librarian in charge. In fact, the junior high schools tend to sponsor supervised study rather than real library work. As for books, three of the city school libraries visited depend entirely upon gifts. In other libraries, school clubs, organizations entirely outside the school system, and memorial gifts are the only means of adding books. In spite of this the library is expected to grow and have always on hand the desired material. Public libraries are very generous in lending books but cannot stretch their appropriations so as to entirely supply the schools which, after all, are only a small part of the public they are expected to serve.

Teacher-librarians, giving only a few hours daily to the library, and having no knowledge of library methods, need expert advice. To give them an opportunity to learn these methods, the division has arranged with the Boston University School of Education to add to their course on "Sources and References for Teachers" a series of lectures and conferences on organizing and developing a library, classification, cataloging, pamphlet and picture files. This series will be given early in 1930.

The conditions found in the school libraries visited this year emphasize again the need of a supervisor of school libraries to give her entire time to this important branch of library service.

In spite of all obstacles, however, excellent libraries are developing. One senior high school librarian gives a course of library instruction for which the pupils receive credit. Other librarians are meeting the necessity for assistance by forming a staff of student helpers. Library clubs are another means being used to interest the pupils in the library and also to guide their reading.

Two meetings of the normal school librarians have been held, one in Boston in February, and the other at Bridgewater in September. At the September meeting a committee was appointed to make a survey of the normal school library facilities, to gather the findings into a report, and to outline minimum standards to be attained within five years. With both the American Association of Teachers' Colleges and the American Library Association working on standards for teacher training libraries, it is appropriate that Massachusetts normal school librarians should be working along similar lines. Using all existing standards as a basis, a

minimum standard has been adopted and is now being applied in all nine normal school libraries.

The library at Westfield has been moved into a new and attractive room. The librarian has been teaching cataloging the last two summers at the University of Iowa. The "Teacher-Librarian" course at Bridgewater has completed its first year with seventy students in the two-year course electing library work. The Westfield and Salem librarians attended the annual meeting of the American Library Association at Washington and reported it to the group at the Bridgewater conference.

Institutions

Visits have been made by the general secretary, who is in charge of institution library work, to the Lakeville and North Reading State sanatoria, Norfolk and Charlestown State prisons, the Reformatory for Boys at Concord, and the Hampton County House of Correction. Lists of books for purchase have been made out for the above-mentioned institutions and for the Wayside Inn Trade School, the Essex County Industrial School, and the State Industrial School for Girls at Lancaster.

The outstanding institution library development of the year occurred at the State Sanatorium at Lakeville, where cases of tubercular bones are treated. The patients, mostly confined to beds, range in age from three to seventy years, with a large number of school children for whom a resident teacher is employed. Through the division secretary an organized library has been installed, with ward and bedside service from the librarian of a neighboring town who visits the sanatorium once a week.

In the prison colony at Norfolk the library circulation is increasing steadily. For the month of November it was nearly two per capita, but the number of readers in the library for that month was 663. This means that an average of 22 of the 138 prisoners in the colony read books, magazines, and papers during the two recreational periods every day. Many of the men here are studying and books have been borrowed for them from the lending collection of the division.

Again the Board of Free Public Library Commissioners emphasizes the two great needs of all institution libraries — trained library service and an annual budget for the purchase of needed books.

Book Service

The lending library of adult non-fiction continues to increase rapidly both in number and circulation. Nearly twice as many books have been lent from the collection as last year, and approximately 600 have been borrowed from other libraries to fill special demands. The close of the year finds 226 libraries — public, school and institutional — on file as recipients of loans. A supplementary catalog was printed in September, listing the 750 new volumes added during the year. Gifts of book lists, periodicals, and material on library administration have been made as usual. Through the continued co-operation of superintendents of schools and teachers, the State certificate reading lists are still being used extensively in the rural communities and small towns.

Personnel Service

Courses in reference work and in story-telling were given in Springfield and Boston, respectively, arranged by the Division of Public Libraries and conducted by the Division of University Extension. These were attended by 40 librarians and assistants from 23 libraries.

The annual institute for librarians was held at the Fitchburg Normal School, with a registration of 55 librarians and trustees from 41 towns. This year more stress than usual was laid on cataloging, classification, and book selection, with especial emphasis on community service. A survey of the library facilities and needs of her town was made by each librarian on maps provided by the division, and a general discussion followed of local conditions and various methods to be used to improve the book service.

Foreign Work

Regional meetings in the interest of work with the foreign-born have been arranged in Boston, New Bedford, Adams, and Holyoke. The representative from the division co-ordinated the work of five State organizations sponsoring these

meetings, and of local libraries, Americanization departments and schools, and clubs co-operating with the State agencies. Two of the meetings were devoted to discussion of the foreign-born locally represented and books about their backgrounds; at the other two, surveys of the year's books important in this work were presented by specialists.

A catalog of the lending library of books in English of inter-racial interest has been printed for distribution to all Massachusetts libraries, and, by request of the Division of University Extension, to supervisors of Americanization. The circulation records show an increase of 884 volumes over last year.

Many visits have been made to public libraries to confer with trustees and librarians with reference to extending their service to alien readers, to make recommendations about books to be weeded out and to be bought, and to assist in co-ordinating the work of libraries and evening schools for foreigners. A handbook on the reading of the foreign-born has been prepared with the co-operation of other specialists. It is the first on the subject issued, and was mailed to all libraries having a large number of foreign readers.

TEACHERS' RETIREMENT BOARD

An amendment was made to the Teachers' Retirement Law, at the last session of the Legislature, increasing the maximum annuity and maximum pension from $500 at age sixty to $650 at age sixty, this change taking effect on June 30, 1929. The pension which is payable from State appropriations is limited by the provision that it shall not exceed one-third the average salary for the last five years preceding retirement in the case of teachers who entered the service since July 1, 1914, and for teachers entitled to credit for service prior to July 1, 1914, the pension is not to exceed one-half the average salary for the five years preceding retirement. The pension, however, of a teacher enrolled prior to June 30, 1929, is not to be less than the pension which would have been payable if the maximum pension were $500 at age sixty without the one-third salary or one-half salary limitation. The maximum assessment was not changed and remains at $100 a year.

In accordance with the recommendation of the Actuary of the Insurance Department, which was referred to in the Annual Report for the year ending December 31, 1928, all retirements since June 30, 1929, have been based on McClintock's Table of Mortality among Annuitants. All retirements prior to June 30, 1929, were based on the American Experience Table.

If the maximum pension had been continued at $500 at age sixty, the change to McClintock's Table would have reduced the pensions payable in the future, the average pension being reduced about 6%. The amendment made by the Legislature, increasing the maximum pension to $650 at age sixty, will in most cases offset the reduction caused by the change of mortality tables and the average pension has been increased about 9%.

The following tables show the effect of these changes:

Age	Table I — Approximate Annuity or Pension Purchased by $1,000		Table II — New Maximum Annuity or Pension		Table III — Maximum Annuity or Pension which would be Payable if no Change had been Made in the Retirement Law	
	Male	Female	Male	Female	Male	Female
60	$96 78	$85 85	$650 00	$650 00	$500 00	$500 00
61	99 79	88 33	670 24	668 72	515 56	514 40
62	103 02	90 97	691 92	688 72	532 24	529 80
63	106 48	93 79	715 12	710 08	550 08	546 20
64	110 18	96 81	739 96	732 92	569 20	563 76
65	114 14	100 03	766 60	757 32	589 68	582 56
66	118 40	103 48	795 20	783 44	611 68	602 64
67	122 96	107 18	825 88	811 44	635 28	624 16
68	127 87	111 14	858 80	841 40	660 64	647 24
69	133 14	115 39	894 24	873 60	687 88	672 00
70	138 82	119 95	932 32	908 08	717 16	698 52

The active membership of the Retirement Association has increased to 19,237, of whom 4,401 are teachers who served in Massachusetts prior to July 1, 1914, and voluntarily joined the Association and 14,836 are teachers who entered the service since that date and were required to become members.

The deposits for the year amounted to $1,649,353.25. Members who left the service withdrew $474,423.86, and $50,307.20 was paid to the estates of deceased members. The income over disbursements amounted to $1,603,680.92. The gross assets increased to $14,516,715.81. The total liabilities amount to $14,373,271.82, leaving a surplus of $143,443.99. Interest at the rate of 4½% was credited to the accounts of the members on December 31, 1929. The total interest credited during the year to the members' accounts and the annuity reserve amounted to $588,782.72.

One hundred fifty-one teachers retired during the year 1929. Their annual retiring allowances amounted to $121,017.24. Of this amount, $21,547.04 was annuity derived from the contributions made by the members before retirement and the balance was pension paid from State appropriations. The retirements for the year were as follows: On account of disability before attaining the age of sixty, 7; voluntary retirements, ages sixty to sixty-nine, 97; compulsory retirements at age seventy, 47. On December 31, 1929, there were 1,158 retired teachers living. The annual retiring allowances for these teachers amount to $743,162.20, of which $643,300.72 is pension paid from State appropriations and $99,861.48 is annuity. We have estimated that it will be necessary for the State to appropriate $670,000.00 for the payment of pensions during the year 1930.

The following table gives statistics relating to the 151 teachers retired in 1929:

	Number of Retirements	Average Age at Retirement	Average Length of Service	Average Salary Last 5 Years	Average Annuity	Average Pension	Average Retiring Allowance
Retirements before age 60 on account of disability	7	53.86	30.39	$1,701 87	$84 80	$384 49	$469 29
Retirements at age 60 or over, without credit for prior service*	1	70.00	4.00	—	54 16	54 16	108 32
Retirements at age 60 or over, with credit for prior service*	143	65.68	38.44	1,905 31	146 15	676 40	822 55

* Teachers who served in Massachusetts prior to July 1, 1914, who have at the time of retirement 15 years of service in this State, the last 5 of which are continuous, receive a pension from the State based on their total service.

There are 1,237 members of the Retirement Association who during the year 1930 will be eligible to retire at the age of sixty or over, 51 of whom will be required to retire at the compulsory age of seventy.

The rate of assessment for the school year beginning July 1, 1929, was fixed at 5% of the annual salary of each member, subject to the provision of the law which requires that the minimum annual assessment shall be $35 and the maximum annual assessment $100. Notice has been given by the Board of its intention to continue this rate of assessment for the school year beginning July 1, 1930.

The Board has estimated that the following amounts will be needed for the fiscal year beginning December 1, 1929:

Pensions for members of Retirement Association	$670,000 00
Reimbursement of cities and towns in accordance with Section 16, Chapter 32 of the General Laws	169,183 72
Expenses of administration	14,040 00
Total	$853,223 72

MASSACHUSETTS NAUTICAL SCHOOL

In his inaugural message on January 3, 1929, His Excellency Frank G. Allen said: "'The continued prosperity and well-being of Massachusetts depends largely upon the ability of our young people to meet the demands of an advancing and progressive age. Educational standards must keep pace with the times. I believe every student should have as good an educational groundwork as possible suited so far as feasible in each case to his special interests and capabilities."

The function of the Massachusetts Nautical School is to provide an education for the young men of the State whose special interests and capabilities are on the sea. The course includes two years of practical and theoretical instruction in seamanship and marine engineering.

The Work of the Year

The year 1929 has been a normal one. There has been a sustained demand for the education which the school provides. During the year there have been 189 students on the rolls of the school coming from 81 cities and towns of the Commonwealth. The summer practise cruise to southern Europe was satisfactory, and afforded excellent opportunities for professional training not only at sea but in port. The demand for the graduates from prominent shipowners continues to be in excess of the supply.

In the spring, the Federal Government made extensive repairs to the hull and machinery of the *Nantucket*, placing the ship in good condition for the work of the school.

Saving Life and Property at Sea

The graduates of the school have from time to time performed notable work in saving life and property at sea. During the past year their record in this regard has been noteworthy.

On December 6, 1929, the chief officer of the transatlantic liner *Republic*, a graduate of the school in the class of 1912, rescued the crew of eleven men from the schooner *Gander Deal*, which foundered 550 miles off the coast of Newfoundland. He was in charge of the lifeboat with a volunteer crew, the conditions of wind and sea making the rescue a difficult and hazardous one.

The yacht *Amida*, one of the largest and best equipped ocean-going yachts afloat, rescued the crew of the four-masted schooner *James E. Coburn*, which foundered in the Atlantic on April 17, 1929. The exhausted crew of ten men was picked up on April 25, after being in an open boat eight and one-half days. The captain of the *Amida* graduated from the school in 1917.

In February, the *S.S. Swift Scout* rescued the crew of the schooner *H. D. MacLean*, just before the ship sank in the Atlantic Ocean off the Virginia Capes. The first officer, a graduate of the school, was in charge of the crew that made the rescue.

The steamer *Silver Maple*, disabled in a storm by the loss of her rudder on January 29, 1929, was towed by the U. S. Coast Guard steamers *Tampa* and *Mojave* 450 miles to Bermuda. Graduates of the school, lieutenants in the U. S. Coast Guard, were serving on board the steamers at the time.

California Nautical School

The development of American shipping and the enlarged interest in maritime matters have resulted in a demand for additional State nautical schools. California has established a nautical school along lines similar to the Massachusetts school. It is to be maintained at the port of San Francisco. The states of Florida, Virginia, Louisiana and Texas are considering the establishment of State nautical schools.

THE BRADFORD DURFEE TEXTILE SCHOOL

The Bradford Durfee Textile School of Fall River, during the past year, has conducted its day and evening courses in cotton manufacturing and related subjects on much the same lines as those followed for the past few years. Added attention has been given to the subject of rayon, since this is a material that is entering more largely into the construction of textile fabrics made principally of cotton. Additional machinery, for rayon work, provided through the generosity of the machine builders, has been installed.

The enrolment in the day classes for the school year 1928–29 was 111. In the evening classes 1,050 applications were received and 704 were enrolled, no student having his name placed upon the register until he had been in attendance at least three evenings.

The school graduated, at the close of the last school year, 27 students from the day classes and 255 from the evening classes. Of the evening graduates 20 received diplomas and 235 received certificates.

The school now offers nine scholarships, which range in value from $100 to $250

per year. They are available to worthy students in need of financial assistance. The funds for the maintenance of these scholarships have been given by public-spirited individuals and associations interested in the work of the school.

There is also available to the students a loan fund, which was established by a number of citizens of Fall River. From this fund loans are made, on which a nominal interest is charged.

LOWELL TEXTILE INSTITUTE

In general, the same policies have continued during the past year as have been pursued during previous years. Existing courses have been strengthened by rearrangement and consolidation, in order that the student may have fewer studies to carry at any one time, thus insuring better work in these subjects. The course in marketing, which heretofore has been given outside of regular class periods, is to be made a part of the regular curriculum. New lectures on styling, foreign trade and safety engineering have been given to widen the general training of the student.

To the equipment has been added new machines and apparatus for manufacturing some of the recently developed fabrics and for testing and examining existing textile material. The present-day standards of wearing apparel, the varying demands for decorative textile material, as well as the wider use of the so-called mechanical fabrics, have called for ingenuity in testing and apparatus to aid in determining relative merits. This will mean that our present equipment must be augmented each and every year to meet new demands and conditions. Accompanying these material requirements are the requests for broader and more highly trained men as graduates. This is evidenced by the noticeable demand for graduates from the four-year or degree courses, and has been particularly evident for the past two or three years when a high percentage of this type of graduates have had offers of positions before they graduate.

Records of student enrolment indicate a few less in the day courses and an appreciable increase in the evening classes, thus making the total enrolment for the institute greater this year than last. The evening enrolment probably reflects the slightly improved local textile conditions.

The following is the classification in the two departments of the Institute: In April, 121 certificates were awarded to 114 pupils who had completed certain prescribed courses in the Lowell Evening Textile School. In June, at the commencement exercises of the Institute, degrees were conferred upon 22 students who had completed either of the four-year courses and six diplomas were awarded to those who had pursued one of the three-year courses.

The personnel of the present instructing staff remains the same.

The receipts for the year ending November, 1929, were $36,441.88, and the expenditures, $162,382.52.

NEW BEDFORD TEXTILE SCHOOL

The New Bedford Textile School was established and incorporated in accordance with Chapter 475, Acts of 1895. The first annual meeting of the Board of Trustees was held January 27, 1896, and in April, 1897, the city of New Bedford appropriated $25,000 for the use of the school. On March 18, 1898, the school received another appropriation of $25,000 from the State of Massachusetts. The school opened for day students October 16, 1899, and for evening students on October 23 of that year.

The first building was three stories with a small basement; and the power used was a small 40 h.p. engine with rope and belt transmission.

In 1902 the addition of two other departments to the school made it necessary to add to the building. This addition was built onto the south side of the original building and consisted of three stories and a basement. In 1905 another addition to the building was made, due to the rapidly increasing number of students in the evening classes. The departments and equipment were rearranged with the addition of another course (mechanical). A further addition was made in 1911, when the building known as the Recitation Building was erected to the north of the original building and joined to it by two bridges and a tunnel.

The last addition to the plant was made in 1922. At that time much needed changes were made in the lay-out of the carding and spinning, weaving and knitting departments. A gymnasium was provided for in this new building, including

lockers and toilet rooms, together with many other improvements in the general plan of the school.

The number of students attending the first year, 1899–1900, was: Day students, 11; evening students, 183.

The number of students attending the school year 1928–29, was: Day students, 94; evening students, 1,098.

Statistics of Attendance and Graduation, 1928–29

Day students registered, 100; attending, 94. Evening students registered, 1,550; attending, 1,098. Graduated, June, 1929, — day students, 25; evening students, 130.

Classification of Students by Courses

Day students: General cotton manufacturing course, 25; designing, 6; chemistry, dyeing, and finishing, 18; knitting, 5; junior, 3; special courses, 37.

Evening students: Carding and spinning department, 76; designing, 89; chemistry, dyeing, and finishing, 49; weaving, 472; knitting, 11; mechanical, 355; rayon (inspecting and processing), 46.

DIVISION OF VOCATIONAL EDUCATION

AGRICULTURAL EDUCATION

The new all-day agricultural department at Sylvester High School in Hanover, which had a part-time agricultural instructor last year, has a full-time agricultural instructor this year. An automotive unit has been added and will be continued. Two new agricultural departments have been opened at the high schools in Agawam and Dartmouth.

Steps are being taken to provide winter term automotive units suited to the needs of farmers at Weymouth and Walpole; to resume previous units at New Salem and Westport, and to include this instruction in the winter programs of the new agricultural departments at Agawam and Dartmouth. Such units are established features at Ashfield, Falmouth, Hadley, Hatfield, New Salem, Northampton, Reading, Shelburne Falls and West Springfield. Attention to care of agricultural automotive equipment is given at the three County Agricultural Schools in Bristol, Essex and Norfolk counties.

Evening unit course work has been continued profitably by Essex County Agricultural School, and by agricultural departments at Haverhill, New Salem and West Springfield. Other centers have introduction of this feature under consideration.

A committee was appointed in 1928 by the Worcester County Selectmen's Association to investigate and report on the advisability of establishing a county agricultural school in that county, and took its work seriously. A bill, House No. 452, drawn at the committee's request with the help of the Division of Vocational Education, was sponsored by this association before the 1929 Legislature for the purpose of authorizing the Worcester County Trustees for Aid to Agriculture to provide vocational education in agriculture, household arts, and practical art, with county, State and Federal aid. A service system, administered from a central office and worked out through departments at high schools co-operatively with local school committees, was proposed; together with control by a single board of trustees and director, as in the cases of Bristol, Essex and Norfolk counties, of all agricultural Smith-Hughes and Smith-Lever work in the county.

The committee had too little time for acquainting the county fully with the merits of the measure. The bill failed to pass this year, but the committee has been continued and instructed to press this measure for favorable legislative action in 1930.

The exhibit at the Union Agricultural Meeting at Worcester in January was continued. A feature highly gratifying to all concerned was the awarding of a gold medal by the Massachusetts Department of Agriculture to Roy T. Argood, poultry instructor at Norfolk County Agricultural School, for outstanding achievement. He has developed by trap nesting and selective mating a "Norco-Aggie" strain of Rhode Island Reds of which nearly three hundred have laid more than 200 eggs each a year, and one of which last year laid 305 eggs in three hundred and sixty-five days. This last is, so far as can be learned, a championship record among vocational agricultural schools and departments.

Prize speaking and judging contests have been highly creditable. Judging teams at the National Dairy Show were placed fifth in judging all dairy breeds last year, and fifth again this year, with thirty states competing. One boy was placed highest, in judging Guernseys, and another fourth in judging Ayrshires, with ninety boys competing. The team ranked second in judging Ayrshires. Two other boys were selected to represent Massachusetts on the team of three boys sent to compete in the 4–H Club judging contest, and two recent graduates were on the Massachusetts Agricultural College team sent to take part in the intercollegiate contest. Such contests are doing much to develop the abilities and broaden the horizons of the boys; also to promote a healthy morale among parents and pupils, instructors, and administrative officers.

From the beginning, vocational agricultural education in Massachusetts has combined *earning* with *learning*. During the first year for which state-wide figures were tabulated sixty-six boys earned $9,754.28 from farming as part of their schooling. Seven hundred and fifty-six such learners, enrolled in the year ending October, 1928, earned from supervised agricultural and horticultural pursuits and projects $255,458.15. The grand total of such earnings for the entire period, September, 1911, to October, 1928, inclusive, as shown in detail in Table No. 5 among the statistical tables, have amounted to $2,104,114.73. It is not argued that this sum offsets the cost of instruction, nor that this is entirely over and above what these pupils would have earned if they had not been taking vocational agricultural courses. Instead it is claimed that there has been more than two million dollars' worth of participation by the pupils in the farming they have been studying at the very time they have been studying it. The key word is *immediate participation*.

The aim has been to secure returns from projects fully twenty per cent above the crop and animal production indexes of the sections served or pay appreciably above the indexes for less well-trained workers, or a combination of the two. Where boys from village and city homes are employed on school farms, the number is kept down to the number a private farm owner and operator could profitably employ for carrying on the same kinds of productive work, and the equipment and methods are those of the successful family farm of moderately capitalized size.

Two conferences, in 1925 and 1926, of the North Atlantic Region, called by the Federal Board for Vocational Education, agreed that it is a safe objective to try to put graduates as far along in mastery of standard practices and in managerial ability at the age of twenty-eight, as the farmer without such educational aid finds himself at the age of forty-five.

The Spillman "Agricultural Ladder" survey of 2,000 Middle West farmers, and the Dr. Alexander Cance survey of nearly 700 of the better Massachusetts farmers, indicate that ordinarily a young man bent on a farming career may expect to become owner in the Middle West at about thirty-eight years of age, and here at about thirty-six. Not a few boys who have been trained appear to be beating such averages by from ten to fifteen years.

As usual, the supervisor helped to certify and send the judging team to the National Dairy Show; to certify the district representatives to the State Championship Prize Speaking Contest; to certify the candidate for the gold medal award at the Union Agricultural Meeting, and to certify the candidates for admission to the Vocational Degree Course at Massachusetts Agricultural College. Perhaps his best single piece of work has been guiding the Worcester County Selectmen's Association Committee in its extensive investigations, in its formulation of policy, and in its framing of the proposed legislation above reported. He has given attention also to establishing and supervising evening or unit agricultural courses, and agricultural instruction in continuation schools, and to providing tutoring services for rehabilitation cases seeking agricultural education.

Pre-employment Teacher-Training and Training Teachers in Service

The undergraduate courses for training teachers at Massachusetts Agricultural College have been modified in some minor particulars beginning with September, 1928. The five-hour course in "Special Methods of Teaching Agriculture" was split into two three-hour courses, one part designed to come before and one to follow the apprentice teaching. Both of the state supervisors have continued to assist the head of the college department in these vocational courses.

The practice teaching arrangement at Hadley was discontinued. While this resulted in having no person secure the practice teaching for one year, it set the stage for more adequate "apprenticeships" in the future. Aside from these minor changes, the collegiate training has continued as in the past.

The summer school session at the college in 1929 was attended by a large number of men with real vocational teaching objectives, most of them already assigned to teaching positions. The session was more satisfactory than usual. The director of the vocational division and the supervisor of agricultural education each conducted the vocational education courses for one week. The supervisor of agricultural teacher-training has charge of these courses during the summer.

As the turnover in the teaching staff in September, 1928, was not above the normal, most of the training of teachers in service was routine, assisting teachers on request or by visiting them to study local problems. At the Norfolk County Agricultural School, the number of inexperienced teachers was large enough to warrant the conducting of a unit course during the winter. The members of the class followed up the work of the course during the summer school session or elsewhere.

Professional Improvement. — The large proportion of the vocational agricultural teachers who now hold the five-year certificate in professional improvement indicates that the average tenure in the service has gradually increased. These persons continue to carry on professional improvement annually, but with less supervision. All other teachers submit proposals in advance and report the completion of each project. The supervisor of teacher-training gives all possible assistance in connection with these programs.

A series of "regional schools" for teachers was held with the assistance of Prof. Grant B. Snyder of the college on teaching of vegetable standards and judging. Small groups of teachers have continued to work as committees on the improvement of courses and methods in related subjects.

About half of the new teachers in service during the year, not counting those who were transferred from one position to another, had little or no teacher-training for vocational school work prior to the time their names were presented for approval. In addition to the intensive teacher-training to be gained in summer school courses, it will be evident that the itinerant service for these teachers on the job is the most effective type of service possible. The situation mentioned is caused mostly by the development of vacancies after the recent graduates of teacher-training classes have accepted positions in other states or in other lines of work. In addition to personal assistance, there are organized general helps designed for professional improvement.

A "Staff Letter" is issued about once a month, covering some common needs. On request, other helpful material is mimeographed and distributed. The supervisor of agricultural education also contributes to these helps.

The annual summer conference for professional improvement, which on alternate years is held at Amherst, was held on July 30 to August 2, 1929, at the Norfolk County Agricultural School at Walpole. Sixty-five men were in attendance and were offered both general programs and round table meetings on specific subjects. Noted leaders from outside our group addressed the conference and field trips added very practical touches to the discussions.

A portion of the class at the Massachusetts Agricultural College summer school enrolled for professional improvement while others came for the preliminary teacher-training. For all of these types of improvement there is a follow-up in the form of visits of the teacher-trainer to the individual teacher at work in his school, which clinches the improvement started under less natural conditions. About 300 such personal contacts have been made during the year in addition to interviews at the office for similar purposes.

The requests for assistance and the problems observed during supervision visits produce some fairly uniform demands for service. In such cases the needed helps are assembled, duplicated, and distributed to the entire staff of teachers in the State. This is one of the most common types of service rendered from the Amherst branch office. As a result of this, many instructors make visits to the office for the purpose of securing specific aid. This is in some respects the most valuable professional improvement assistance rendered by our service.

TRADE AND INDUSTRIAL EDUCATION

Boys and Men

Day Schools

The day industrial schools show a steady increase in the number of boys and young men who wish to avail themselves of this type of educational opportunity. Nine new schools were organized and approved as follows, two of them being part-time co-operative schools, and seven being all-day industrial schools organized in connection with these and with the five part-time co-operative schools previously existing in the city of Boston:

South Boston part-time co-operative school in January, 1929, with a department of sheet metal work; Roxbury Memorial part-time co-operative school in September, 1929, with a department of printing.

Brighton Industrial School — automobile repairing; Charlestown Industrial School — electrical work; Dorchester Industrial School — cabinetmaking; East Boston Industrial School — machine work; Hyde Park Industrial School — machine work; Roxbury Memorial School — printing; South Boston Industrial School — sheet metal work.

In addition to these new schools the following new departments in schools already operating were organized and approved: Boston Trade School — painting and decorating, welding and forging, airplane service department; Worcester Boys' Trade School — welding department.

The airplane service department in the Boston Trade School is the first State-aided work in this new but rapidly growing field. One teacher is employed at present. As in all other State-aided work, productive work is a requirement. The boys overhaul both engines and planes which are then put back into flying service. It is not a part of the proposed program of this department to teach flying.

Evening Schools

The evening industrial schools were fairly well attended. In those centers where employment conditions were poor, this condition was reflected in the evening classes. A slight growth in certain centers is evidenced by the addition of new courses; a slight dropping off in attendance is reflected in the discontinuing of certain classes in other centers.

The new courses added were: Plastering and sign painting at the Boston Trade School; printing at the Everett Evening Industrial School; printing at Brookline Evening Industrial School, and trade mathematics and code rules for electricians at Holyoke Evening Industrial School. The house framing course was re-established at Newton; plumbing and electrical machine courses were re-established at New Bedford; Lawrence has re-established evening courses in firing, loomfixing, plastic painting, architectural drawing, and textile design.

Westfield, having discontinued the evening industrial school several years ago, has again organized the following courses: Patternmaking, cabinetmaking, electrical work, mathematics for machinists, machine shop work and blueprint reading for machinists.

Buildings. — The New Bedford Vocational School has moved its machine, carpentry, electrical, and power departments into its new quarters. Plans are under way to move the automobile department into quarters in the same group of buildings at a later date. New Bedford is now one of the best housed vocational schools in the State.

The city of Boston has completed a new high school building in the Hyde Park section in which is housed the Hyde Park Part-time Co-operative School, consisting of a department in machine shop work. This department is most adequately provided for both as to space and equipment. Boston has under way the building of a new high school in the Brighton section in which will be housed the Brighton Part-time Co-operative School, with a department in automobile repair.

The Roxbury Memorial Part-time Co-operative and Industrial Schools are housed in a fine new building.

The Beverly Trade School has plans under way to raise the roof of the shop building in order to provide more space for this work.

The building occupied by the Lowell Vocational School since its organization in 1911 has been disapproved by this department as of July 1, 1929. The school committee has voted to build a new building and Lowell has been notified that reimbursement will continue pending the final disposition of plans to provide more suitable housing for the boys' work.

The Westfield Boys' Trade School building was closed the latter part of March due to a serious failure of one of the side walls, rendering the main part of the building dangerous. Temporary quarters were secured outside and the school was again in operation after a few weeks.

The town of Tisbury has a new modern school building nearly completed in which will be housed the Vineyard Haven Carpentry School.

The city of Pittsfield has plans for a new high school in which it is contemplated to house the carpentry department already organized, and serious consideration is being given to additional trade training opportunities.

Pre-Employment Teacher-Training and Training Teachers in Service

Pre-Employment Teacher-Training. — Classes in principles and methods of vocational teaching are conducted annually by the department under local instructors, appointed and supervised by the teacher-training staff. Most of these courses are for the training of teachers for the day trade schools, and are restricted in membership to tradesmen meeting all other qualifications for such positions.

These courses are commonly conducted in the evening, so that they may be attended without loss of time from work by the type of men it is desired to reach. Six such classes were conducted during the year — three in Boston, and one each in Worcester, Springfield, and New Bedford. One class, of equal duration in hours to the evening classes, was held at Fitchburg on an all-day basis during July. These classes graduated 119 men in 18 trades, itemized as follows: Automobile repair, 19; carpentry, 18; electricity, 18; printing (composition), 14; machine shop, 11; pattern-making, 11; plumbing, 6; machine drafting, 5; cabinetmaking, 4; architectural drafting, 2; painting, 2; sheet metal, 2; printing (presswork), 2; airplane engine, 1; airplane mechanics, 1; shoemaking, 1; steam engineering, 1; oxyacetylene welding, 1.

Of these 119 men, 7 were already teaching at the time of enrolling, and 12 have already been placed in teaching positions, leaving 100 available for vacancies which may occur. These figures are of full-time teachers only.

In general, evening school teachers are included in the classes for day school teachers. Where special need is manifest, a modified course for prospective trade extension teachers only is offered. Courses of this nature were conducted during the past year in Boston and Lawrence, and were completed by 35 men in 20 trades.

Training Teachers in Service. — The professional improvement of teachers in service is on an individual basis. When, however, as in any center having a large group of teachers, the needs of several individuals exhibit a high similarity, courses are organized by the Department to give the desired training. Such courses were held this year in Boston (2 different groups) and Worcester, and at the Fitchburg summer session. A one-week conference for non-vocational and related work teachers in trade schools was also held at Fitchburg during July with an attendance of 109, representing 24 schools.

During the year supervisors made 250 visits to schools and 510 visits to individual teachers. Special service was rendered to 182 teachers.

Foreman Training. — A course for training foreman conference leaders was conducted in Gardner with the co-operation of the local chamber of commerce.

TRADE, INDUSTRIAL, AND HOMEMAKING EDUCATION

Girls and Women

A day industrial school, organized on a short-unit basis with instruction in power machine operating only, has been established in Gloucester, immediate employment having been promised to those pupils satisfactorily completing the unit.

With splendid co-operation on the part of industry, plans are under way for the establishment of a shoe-stitching school in Marlborough. This school is also to be organized on a short-unit basis, the time varying with the processes to be learned.

The household arts departments in Belchertown and Hatfield have been reorganized from a four- to a two-year course.

Courses in social and economic aspects of homemaking, and family and community relationships have been developed in many schools and further extended in others.

Home project work and its supervision was analyzed and discussed by directors and department heads early in the year and later by a special committee. As an outgrowth, a new bulletin, "Home Project and Its Supervision," No. 208, has been printed and distributed, the policies and principles of which became effective September, 1929.

New vocational household arts departments have been established in the high schools at Bourne, Hanover, Holyoke, and Shelburne Falls.

Rockport has added practical art work to its educational program.

The practical art program has been extended to include units of instruction as follows: Units in foods at Haverhill, Leominster and Natick; units in home nursing at Cambridge, Chicopee, and Salem; and units in decoration at Everett, Gloucester, Lynn, North Attleborough, Norwood, and Waltham.

The following units in the practical art program have been discontinued: Foods in Chelsea; dressmaking in Gardner; home nursing in Boston; decoration in Chicopee and North Attleborough; and millinery in Fall River, Lynn, Medford, Natick, North Attleborough, Quincy, Somerville, and Webster.

Effort is being made to include more work in nutrition, home management, and child care in the practical art classes.

Pre-Employment Teacher-Training and Training Teachers in Service

Pre-Employment Teacher-Training. — A training course was conducted at the 1929 Fitchburg summer session for the purpose of training tradeswomen in the art of teaching their trades in girls' trade schools, in accordance with the aims and policies of such education in Massachusetts. For teachers of related and academic work, an abridged course was given.

Because of the extension at Framingham Normal School in September, 1926, of the three-year vocational household arts course to a four-year degree course, there were no graduates from this course in June, 1929, which situation presented considerable difficulty in filling satisfactorily the demands for qualified teachers in several vocational and continuation schools.

During the year 1928–29, opportunity for apprentice teaching for periods of nine weeks was given in the Springfield Technical and Commercial High Schools, the Worcester Junior High School and in the New Bedford Vocational and Quincy Homemaking Schools.

Teacher-training courses for teachers of practical art classes for women were conducted in Boston and Fitchburg. As a result of ten years of teacher-training work for this type of homemaking instruction, a well-trained corps of teachers is available throughout the State.

A teacher-training course for qualified teachers of homemaking and related subjects preparatory to teaching in household arts schools and departments was conducted at Fitchburg summer session.

Training Teachers in Service. — All teachers have done satisfactory professional improvement work. Many who have received the five-year certificate are continuing with profitable improvement programs which should strengthen the work in their respective schools. The local and State authorities counsel with the teacher as to that improvement work which should prove most valuable for the school and for herself.

During the school year 1928–29, 478 visits were made to continuation and vocational schools for girls and women; 978 visits to individual teachers, and 200 teachers have been rendered special service, both in connection with school visits and in office conferences. These contacts by State supervisors are for the purpose of assisting local authorities and teachers in maintaining and promoting satisfactory standards of work.

At the Fitchburg summer session, professional improvement one-week conferences for household arts, continuation, and industrial supervisors and teachers were held between July 1 and 12, and for teachers and supervisors of practical art classes for women from July 15 to 26.

The following table gives the number of teachers in attendance at these and at the pre-employment summer courses:

Professional Improvement Conferences		*Teacher-Training Courses*	
Industrial	5	Industrial	3
Day household arts	21	Day household arts	15
Evening practical art	45	Evening practical art	34
Continuation	32	Continuation	12
Total	103	Total	64

The Fitchburg summer session, being organized on a conference basis, gave teachers an opportunity to discuss the problems of their own school work with other teachers and members of the faculty. Problems of organization and administration, standards of work, methods of teaching, courses of study and new devices, also subject matter were discussed with respect to the several types of schools represented. Special attention was directed to the development of more work in programs in the social and economic aspects of homemaking. With the continued co-operation of the Massachusetts Department of Health, further instruction in nutrition was given to foods teachers. Through a clothing clinic, with the co-operation of several authorities in the fields of health and dress, factors affecting healthful, attractive and suitable personal appearance for teachers and pupils were demonstrated and discussed. Home decoration in adult classes was again stressed as to technique and essential fundamentals.

Dressmaking and millinery shops for the purpose of instructing qualified teachers of these subjects in methods in vogue were conducted by outstanding tradeswomen.

CONTINUATION SCHOOLS

No new schools have been established during the year. Schools in Braintree and Ludlow have been discontinued. In each of the communities less than 200 certificates had been issued to minors of continuation school age during both of the two preceding calendar years. In this connection it is worth while to note that several communities have found the continuation school of such value that the communities have voluntarily maintained such schools in the absence of an active legal requirement.

The city of Boston has provided during the last two years new housing for both the girls' and boys' divisions of the continuation school. These new quarters give Boston distinct leadership among the large cities of the country in the matter of suitable housing for continuation school work.

Pre-employment Teacher-Training and Training Teachers in Service

A one-week conference for directors and teachers in service and a four-week course for new and candidate teachers were conducted at the Fitchburg Normal School during the summer session. This is a part of the regular procedure in the teacher-training service. A total of 116 men and women were in attendance.

Men candidates for shop positions, in addition to pursuing the summer course in continuation school pedagogy, are also trained in the regular vocational teacher-training classes.

In the women's field, details of this service are given above in the section on "Trade, Industrial, and Homemaking Education for Girls and Women."

For the men the shops of the normal school are available. Special training was afforded in the organization and administration of a household mechanics opportunity.

During the year the director of the division has conducted a series of conferences with a committee of continuation school directors on the functions of survey enrolment and employment follow-up. As an outgrowth of these conferences a program of training in job analysis has been organized for teachers and directors throughout the State.

During the last year instruction was given in these schools to 22,751 different minors. The net maintenance reimbursement cost for the year showed a decrease of $12,496.98 from that of last year, due principally to decreased work. The tuition reimbursement was $1,925.13 less than last year, due particularly to decreased period of membership (hours of service) of non-resident pupils.

A comparative statement regarding enrolment and courses offered in these schools, as compiled in November, 1920 and 1929, follows:

Vocational, Practical Art, Household Arts, and General Improvement Courses in Continuation Schools
(General Improvement Academic work is carried on in every school)

Data concerning practical courses in the continuation schools of Massachusetts, School Years 1920–21 and 1928–29

Place	Boys		Girls		Total		Boys' classes in —	Girls' classes in —	Where housed —
	1921	1929	1921	1929	1921	1929			
Adams	185	133	208	165	393	298	Woodworking	Clothing, foods, home nursing, commercial	School
Amesbury [1]	–	–	–	–	–	–			
Andover	–	32	–	28	–	60	Woodworking, household mechanics	Clothing, foods, home nursing	High school
Attleboro	103	99	112	99	215	198	Household mechanics, woodworking	Clothing, foods, home nursing	School
Beverly	90	31	55	38	145	69	Household mechanics, woodworking	Clothing, foods, home nursing, child care	School
Boston [2]	4,715	3,229	3,405	2,292	8,120	5,521	Machine, electrical, sheet metal, pattern making, printing, salesmanship, household mechanics, bookbinding	Foods, dressmaking, millinery, power machine operating, commercial, co-operative work	Boys alone, 25 Warrenton Street; Girls alone, 868 Washington Street
Braintree	145	48	94	39	239	87	Woodworking, household mechanics	Clothing, foods	School
Brockton	231	140	196	139	427	279	Woodworking, machine, commercial, household mechanics	Clothing, foods, commercial, home nursing	High school
Cambridge	476	216	470	309	946	525	Woodworking, printing, household mechanics	Clothing, foods	School
Chelsea	162	140	145	137	307	277	Commercial, printing, woodworking	Clothing, foods, commercial	High school
Chicopee [3]	286	163	287	240	573	403	Woodworking, machine, commercial,	Clothing, foods, commercial, home nursing	High school
Clinton	171	82	153	127	324	209	Woodworking, household mechanics	Clothing, foods	Girls alone and in high school; boys in high school
Easthampton	142	79	142	133	284	212	Woodworking	Clothing, foods	Alone and in schools
Everett [3]	116	98	109	169	225	267	Household mechanics	Clothing, foods, commercial	School
Fall River	1,589	1,169	1,622	1,442	3,211	2,611	Woodworking, electrical, mechanical drawing, commercial, weaving, carding and spinning	Clothing, foods, home nursing, home management, child care, and training	Alone
Fitchburg	339	155	307	211	646	366	Woodworking, machine	Clothing, foods, home nursing	High school
Framingham [4]	–	–	–	–	–	–			
Gardner [5]	–	–	–	–	–	–			
Gloucester	–	31	–	98	–	129	Woodworking	Clothing, foods, home nursing	Alone and in school
Haverhill	268	196	211	174	479	370	Woodworking, household mechanics, agriculture	Clothing, foods, home nursing, child care	Alone
Holyoke	544	201	574	285	1,118	486	Commercial, machine	Clothing, foods, commercial	Alone
Lawrence	1,075	388	1,107	324	2,182	712	Woodworking, machine, electrical	Clothing, foods, commercial	High school

Leominster	147	113	154	200	301	313	Woodworking, commercial	Clothing, commercial home nursing, foods	Alone
Lowell	609	277	533	402	1,142	679	Woodworking, machine	Clothing, foods, millinery	High school and school
Ludlow	115	68	140	74	255	142	Woodworking	Clothing, foods	High school
Lynn	279	224	217	268	496	492	Machine, commercial, shoemaking	Clothing, home nursing, commercial, foods, shoemaking	High school
Malden	102	64	135	72	237	136	Household mechanics, commercial, woodworking	Clothing, foods, home nursing	School
Marlborough	104	122	96	103	200	225	Woodworking, commercial shoe cutting	Clothing, foods, home nursing, shoe stitching, box making	High school Shoe factories
Methuen[6]	–	–	–	–	–	–			
Milford	–	81	–	88	–	169	Woodworking	Clothing, foods	School
New Bedford	1,153	955	1,243	1,056	2,396	2,011	Woodworking, electrical, machine, commercial	Clothing, foods, commercial, home nursing, child care	Alone and in school
Newton	–	–	–	87	–	87	– –	Clothing, foods	High school
North Adams	209	116	157	92	336	208	Woodworking, household mechanics	Clothing, foods, home nursing	High school
Northampton[3]	133	66	147	148	280	214	Woodworking, agriculture, silk knitting	Clothing, foods, home nursing	School
Northbridge	122	82	113	88	235	170	Woodworking, sheet metal	Clothing, foods, home nursing	School
Palmer[7]	–	–	–	–	–	–			
Pittsfield	187	224	165	243	352	467	Woodworking, printing, household mechanics	Clothing, foods, home nursing	School and high school
Quincy	102	80	45	65	147	145	Household mechanics, woodworking	Clothing, foods, commercial	High school
Salem	203	210	179	247	382	457	Woodworking, household mechanics	Clothing, foods, commercial	School
Somerville	188	124	84	113	272	237	Woodworking	Clothing, foods, home nursing	School
Southbridge	154	63	170	104	324	167	Woodworking, commercial	Clothing, foods, home nursing, commercial, child care	School
Springfield	593	433	531	445	1,124	878	Woodworking, printing, machine, commercial	Clothing, foods, commercial, child care, home nursing	Alone
Taunton	292	161	282	213	574	374	Woodworking, sheet metal	Clothing, foods, commercial	High school
Waltham	107	77	83	63	190	140	Woodworking	Clothing, foods, home nursing	High school
Ware	87	70	113	52	200	122	Woodworking	Clothing, foods, home nursing	High school
Watertown	144	27	123	39	267	66	Woodworking, sheet metal	Foods	School
Webster	180	146	150	170	330	316	Woodworking, printing, commercial	Clothing, foods, home nursing	School
Westfield[3]	98	86	111	82	209	168	Woodworking, electrical, machine shop work	Clothing, foods	Schools
Weymouth[7]	–	–	–	–	–	–			
Worcester	857	511	842	778	1,699	1,289	Woodworking, printing, commercial, machine	Commercial, clothing, foods, home nursing	Alone and in schools
Totals	17,162	11,010	15,292	11,741	32,454	22,751			

[1] Suspended in 1921.
[2] Trade school opportunities available for continuation school girls.
[3] Trade school opportunities available for continuation school boys.
[4] Discontinued in 1925.
[5] Discontinued in 1926.
[6] Discontinued in 1927.
[7] Discontinued in 1928.

Note. — "High school" signifies located in high school buildings; "School" in school building used by school and continuation school together; and "Alone" in building used by continuation school only.

REHABILITATION SECTION

Legislation

No new legislation which directly affected the work of the Rehabilitation Section was enacted during the 1929 session of the Legislature.

Administration and Procedure

Since the organization of the Rehabilitation Section in 1921 well formulated policies for the handling of cases have been adopted, these policies being added to from time to time as experience shows the need. Because of the successful rehabilitation programs completed each year, the value of vocational rehabilitation for persons disabled in industry or otherwise is coming more and more to the attention of the agencies contacting these people; consequently, the number of cases being referred is growing rapidly each year.

An increased number of such cases makes necessary close adherence to the policy of a "definite job objective" in planning a rehabilitation program, and because experience has shown it to be fundamentally sound each member of the staff insists upon such an objective being decided upon before completing a training program.

The case method rather than the group method of accomplishing vocational rehabilitation continues to be the policy of the Rehabilitation Section. Because we are dealing with human nature, each case referred requires individual treatment. If the handicapped has had vocational experience, every possible use of that experience is considered in planning a suitable occupation for him, the objective of vocational rehabilitation in every case being the placement of the person in remunerative employment, consistent with his capabilities, at a vocation in which he can engage despite his physical handicap.

Co-operation

Close co-operation is continued with the Department of Industrial Accidents. Cases of persons meeting with serious vocational handicaps resulting from industrial accidents are referred to the Rehabilitation Section by the members of the department. The Rehabilitation Section also has access to the files of the Department and is able to secure first-hand information of persons who have met with injuries that constitute a vocational handicap.

Mention should also be made of the co-operation that is given the Rehabilitation Section by other State departments, insurance companies, employers, hospitals, and the various civic organizations throughout the Commonwealth.

Maintenance

Chapter 434, Acts of 1923, an act to provide funds for paying the cost of maintenance of certain persons while pursuing a course of vocational training under the supervision of the Rehabilitation Section, has been helpful in the success of the work during the past year. The investigation as to the need of maintenance conducted by the Department of Public Welfare assures the Rehabilitation Section that only deserving persons are considered for benefits from this fund.

During the year eight persons applied for maintenance while in training. The applications were referred to the Department of Public Welfare for investigation. Approval was granted to six applicants, disapproved in one case and withdrawn in another.

Statistics

Classification of registrants are set out in the table herewith.

The number of persons who were inducted into training programs during the year was 156. The objectives for which training was given included the following:

Assembler
Automobile mechanic
Automobile painter
Automobile repairman
Automobile washer
Bookkeeper
Cabinetmaker
Carpenter
Civil service
Clerk
Compositor
Dictaphone operator
Draftsman
  Architectural
  Electrical
  Mechanical

Dye mixer
Dressmaker
Estimator
File clerk
Floriculturist
Furniture finisher
Hotel clerk
Job press feeder
Leather creaser
Linotype operator
Machinist
Mechanical bookkeeper
Mechanical dentist
Milliner
Monotype operator
Office assistant
Paper machine tender
Photographer
Photo retoucher
Planer and shaper operator
Poultry keeper
Printer
Radio repairman
Research worker—electrical laboratory
Retoucher
Secretary
Sheet metal worker
Show card writer
Shoe repairer
  Bottom finisher
  Stitcher
  Vamper
Soft fitter — pistols and revolvers
Solderer
Stationary fireman
Steam engineer
Stenographer
Stenographer and bookkeeper
Stock clerk
Striper
Tailor
Telephone operator
Timekeeper
Tracer
Typewriter repairer and salesman
Typist
Silk screen printer and designer
Upholsterer
Watch and clock repairer
Wire brazer
Wood finisher
Wood heeler
Woodworker
Woodworking shop foreman
Indefinite

Statistical Presentation of Registrants

	Aug. 27, 1921–Nov. 30, 1928		Dec. 1, 1927–Nov. 30, 1929		Aug. 27, 1921–Nov. 30, 1929	
	Number	Per cent	Number	Per cent	Number	Per cent
A. *Age Groups*						
Under 21 years	414	27.95	116	37.66	530	29.62
21–30	456	30.79	76	24.68	532	29.74
31–40	273	18.43	56	18.18	329	18.39
41–50	205	13.84	35	11.36	240	13.42
Over 50	131	8.85	25	8.12	156	8.72
Unknown	2	.14	–	–	2	.11
B. *Disability*						
Hand	387	26.13	85	27.60	472	26.38
Hands	42	2.84	5	1.62	47	2.63
Arm	120	8.10	20	6.49	140	7.83
Arms	7	.47	2	.65	9	.50
Leg	261	17.62	59	19.16	320	17.89
Legs	89	6.01	18	5.85	107	5.98
Hand—Arm	21	1.42	3	.97	24	1.34
Hand—Leg	12	.81	–	–	12	.67
Arm—Leg	14	.94	3	.97	17	.95
Multiple	20	1.35	3	.97	23	1.29
Vision	49	3.31	10	3.25	59	3.30
Hearing	134	9.05	15	4.87	149	8.33
General debility	42	2.84	8	2.60	50	2.79
Miscellaneous	283	19.11	77	25.00	360	20.12
C. *Education*						
None	64	4.32	17	5.52	81	4.53
1–6 grades	368	24.85	70	22.73	438	24.48
7–9 grades	632	42.67	114	37.01	746	41.70
10–12 grades	326	22.01	81	26.30	407	22.75
Beyond 12	91	6.15	26	8.44	117	6.54
D. *Type of Training*						
Public educational institutions	330	36.87	82	52.57	412	39.20
Private educational institutions	187	20.89	13	8.33	200	19.03
Employment training	161	17.99	23	14.74	184	17.51
Tutors	24	2.68	28	17.95	52	4.95
Correspondence	184	20.56	10	6.41	194	18.46
Special training agencies	9	1.01	–	–	9	.85
E. *Origin of Disability*						
Employment accidents	769	51.92	132	42.85	901	50.36
Public accidents	189	12.76	43	13.96	232	12.97
Disease	465	31.40	123	39.94	588	32.87
Congenital	58	3.92	10	3.25	68	3.80
F. *Sex*						
Male	1,307	88.25	283	91.88	1,590	88.88
Female	174	11.75	25	8.12	199	11.12

Below is a summary of the work of the Rehabilitation Section from August, 1921, to November 30, 1929:

Contacts made	30,352
Prospects listed	5,040
Cases registered	1,789
Registrants put in training	957
Registrants placed after training	427
Registrants placed without training	363
Registrants rehabilitated	828
Registrants closed for all other causes	669

Evaluation

A study has been made of 181 cases in which employment while pursuing a course of training was a feature during the fiscal year. The weekly earnings of this group increased from $2.66 at the date of reference to the Rehabilitation Section to $19.53 after placement following the completion of the training. This increase amounts to $3,053.70 in one week or $158,792.40 in one year. The increased earning power of the above group in one year while under the supervision

of the Department shows the economic value of vocational rehabilitation. Without such service it is quite likely that the earning capacity of the group would have remained at the lower level for an indefinite period.

Illustrative Cases

Because of the individual nature of rehabilitation work and the policy of the Department to study each case carefully from every angle before planning a rehabilitation program, real challenges for the re-establishment of the individual in industry are presented day by day. The following illustrate type cases:

Public Institutional Training

R—— C——, 17 years of age, fell while hopping a freight train resulting in the loss of both legs. The boy, an orphan, living with his grandparents, had just completed the second year in high school. After a conference with a representative of the Rehabilitation Section he readily agreed to the suggestion that he continue his high school training. This plan made necessary the furnishing of a pair of artificial limbs. Relatives came forward with one-half the cost of the limbs, the other half being paid from Federal funds under the control of the Rehabilitation Section. After receiving the limbs arrangements were made for the young man to return to the commercial department of the high school. His whole attitude improved, the principal and faculty members were delighted to report that he had changed from an indifferent, mischievous boy with a rank of 12% below the average to an excellent student. He graduated with scholastic honors and was composer of the class song. As a result of contacts with employers made by the Rehabilitation Section, he was placed as a clerk in the transfer department of a large investment house at an initial salary of $15 per week. He reports for work daily and asks no special consideration on account of his handicap and has the same opportunity for advancement available for each employee of the firm.

Private Institutional Training

J—— S——, 26 years of age, had lost his right arm at the elbow in a non-compensable accident when his case was referred to the Rehabilitation Section. After completing a year in high school the young man left school and entered employment as an errand boy. He drifted into different jobs and at the time of his injury was employed as a chauffeur for a local express company. Because of his handicap he was unable to continue in that line and a new vocation had to be selected. He had a rather pleasing personality, was bright and sought an opportunity to fit himself for the insurance business. Arrangements were made for him to enter a private commercial school as a day student where he applied himself diligently to the studies for a period of eight months. Upon the completion of his training he was placed as an office clerk. Later he transferred to the employ of an insurance company at a salary of $16 per week. As he acquires experience with this concern he will be advanced and given an opportunity to become a sales representative.

Employment Training

A—— P——was a native of Finland, 35 years of age, married, with a wife and one son. He had been in this country 16 years when he met with an industrial accident caused by an explosion of a steel gas tank which resulted in the loss of his left arm at the shoulder. Because his employer was uninsured the man received no compensation payments for his injury. He tried in vain to secure employment at his old trade as sheet metal worker but because of his handicap no employer would consider him. As a result the family became dependent upon one of the private charitable agencies in the city in which he lived. His case was then referred to the Rehabilitation Section and a shop training program in duco refinishing and automobile painting was planned for him. Because of the length of time that would elapse before he could begin to earn a week's pay the Rehabilitation Section furnished financial aid of $12 per week under Chapter 434, Acts of 1923, for a period of 24 weeks. At the end of that period the training was completed and the man was placed in employment with an auto body and welding company at an initial salary of $20 per week. The total expenditure for rehabilitating this man was $288. He is still employed by the same concern, has proved he is able to

do any work in connection with the painting and re-finishing of automobiles and is very happy in his new surroundings. His wages at present are $35 per week, his family has resumed its previous independence in the community and all have expressed their appreciation of the service rendered by the Rehabilitation Section.

Combination Service

On March 3, 1928, W—— R——, 20 years of age, was referred for vocational training and assistance in the purchase of an artificial appliance. While setting off fireworks on the preceding Fourth of July an explosion took place resulting in the loss of his left foot six inches above the ankle. This injury prevented his continuing in his regular work, that of a machinist. His employer agreed, however, that his previous experience formed a good background for drafting and that a place would be found for him in the drafting department as soon as he could qualify. A training program in mechanical drawing was planned for the young man in a public vocational school in which he made very satisfactory progress. During the training period he was furnished with an artificial limb and became quite proficient in its use while attending school. After eight months of intensive application the employer was satisfied through the specimen drawings submitted by the young man that he would be of value in the drafting room and he employed him as a tracer and draftsman beginning at $25 per week.

Placement

W—— H——, 36 years of age, whose handicap was progressive deafness of ten years' duration, was referred to the Rehabilitation Section for vocational advice and employment. His mother was dependent upon him for support; therefore, he could not afford to spend any time in training. His last employer, a landscape gardener, had recently gone out of business and the man found it impossible to secure other employment. After a number of fruitless attempts to interest employers in the man an opportunity was found for him in a bakery feeding the ovens and loading trucks. The employer was quick to sense the fact that this man would not be affected by any noise or confusion and was glad to co-operate with the Rehabilitation Section in placing the man into employment at a wage of $24 per week.

Rehabilitations

During the year ending November 30, 1929, complete rehabilitation was affected in 146 cases.

STATISTICS

FINANCIAL REPORT OF THE DEPARTMENT OF EDUCATION

Dec. 1, 1928, to Nov. 30, 1929

Expenditures

Item	Balances and Transfers	Appropriation	Expenditure	Balance
Administration:				
Commissioner's salary	—	$9 000 00	$9,000 00	—
Personal services	—	93,000 00	92,407 26	$592 74
Incidentals	$1,454 49	13,800 00	11,811 47	3,443 02
Travel	1 21	8,500 00	7,088 84	1,412 37
Division of Elementary and Secondary Education and Normal Schools:				
School registers and blanks	—	3,000 00	2,363 53	636 47
Sight and hearing tests	—	800 00	144 74	655 26
School superintendents in small towns	—	101,000 00	98,676 36	2,323 64
Education of deaf and blind children	1,263 44	385,000 00	375,979 70	10,283 74
High school tuition	8,585 71	190,000 00	198,500 97	84 74
High school transportation	7,094 55	185,000 00	191,650 14	444 41
Aid to pupils in normal schools	—	4,000 00	4,000 00	—
Teachers' institutes	14 40	3,000 00	2,437 77	576 63
General School Fund (Part I)	—	5,298,777 71 [1]	5,298,777 71 [1]	—
General School Fund (Part II)	—	338,707 78 [2]	338,707 78 [2]	—
State Normal Schools:				
Bridgewater:				
Maintenance	—	153,100 00	147,982 95	5,117 05
Boarding hall	—	80,000 00	74 777 04	5 222 96
New buildings	34,807 04	—	27,027 86	7,779 18
Heating and power plant	81,866 16	—	69,802 51	12 063 65
Fitchburg:				
Maintenance	2,967 87	165,700 00	166 262 94	2,404 93
Boarding hall	343 93	48,000 00	40,676 42	7,667 51
Rewiring dormitory buildings	—	6 000 00	3,244 14	2,755 86
Framingham:				
Maintenance	4,402 54	167 950 00	165,894 53	6,458 01
Boarding hall	—	88,200 00	84,320 89	3 879 11
Coal pocket	2 164 22	—	2 051 61	112 61
Athletic field	1,500 00	—	—	1,500 00
Hyannis:				
Maintenance	212 42	60 325 00	58,169 91	2,367 51
Boarding hall	—	34,500 00	32,273 04	2,226 96
New kitchen	—	15,000 00	9 383 64	5,616 36
Lowell:				
Maintenance	382 58	78,788 00	78,718 21	452 37
North Adams:				
Maintenance	1,732 21	90,250 00	85 704 14	6,278 07
Boarding hall	78 78	32,000 00	27,926 63	4,152 15
Salem:				
Maintenance	2,476 23	111 775 00	112,855 65	1,395 58
Westfield:				
Maintenance	2,029 91	81,200 00	75,963 31	7,266 60
Boarding hall	114 03	20,200 00	14,955 16	5,358 87
Worcester:				
Maintenance	1,254 20	95,750 00	90,680 40	6 323 80
Boarding hall	—	9,000 00	8,177 39	822 61
Fire escapes	1 097 87	—	—	1,097 87
Plans for new buidling	—	12,000 00	—	12,000 00
School of Art:				
Maintenance	650 93	106,700 00	105 183 07	2,167 86
New building	40,108 84	450,000 00	146,595 10	343,513 74
Division of University Extension:				
Personal services	—	133,800 00	133,580 03	219 97
Expenses	1,152 68	41,000 00	41,241 46	911 22
English-speaking classes for adults:				
Personal services	—	10,900 00	10,861 00	39 00
Expenses	—	4,000 00	3,520 07	479 93
Reimbursement of cities and towns	—	155,000 00	148,560 62	6,439 38
Division of Vocational Education:				
Independent industrial schools	—	1,386,872 22	1,386,872 22	—
Teachers for vocational schools	28,767 03 [3]	31,600 00	58,088 19	2,278 84
Vocational rehabilitation	10 646 08 [4]	16,000 00	24,248 97	2,397 11
Aid to certain persons	—	3 000 00	2,758 77	241 23
Division of Immigration and Americanization:				
Personal services	—	39,600 00	39,326 05	273 95
Expenses	21 02	8,400 00	8 397 44	23 58
Division of Public Libraries:				
Personal services	—	12,330 00	12,020 00	310 00
Aid to public libraries	—	14,300 00	14,293 02	6 98

[1] From income tax receipts.
[2] From income of Massachusetts School Fund and income tax receipts.
[3] $28,720.18 from Federal Funds. [4] $10,613.00 from Federal Funds.

Expenditures — Concluded

Item	Balances and Transfers	Appropriation	Expenditure	Balance
Division of the Blind:				
General administration	$14 51	$43,800 00	$41,040 25	$2,774 26
Maintenance of industries	—	160,500 00	149,908 25	10,591 75
Maintenance of local shops	—	78,000 00	71,826 33	6,173 67
Woolson House industries for men	—	32,500 00	26,238 68	6,261 32
Instruction of adult blind at home	—	16,000 00	15,964 36	35 64
Sight-saving classes for children	—	15,500 00	15,500 00	—
Aiding adult blind	—	137,500 00	137,500 00	—
Teachers' Retirement Board:				
Personal services	—	11,300 00	11,296 25	3 75
Contingent expenses	—	2,200 00	1,946 00	254 00
Retirement allowances	—	604,000 00	597,837 33	6,162 67
Reimbursement of pensions	—	158,810 42	158,810 42	—
Massachusetts Nautical School:				
Personal services of secretary and office assistants	—	4,670 00	4,550 00	120 00
Expenses of commission	—	2,300 00	2,268 50	31 50
Expenses of schoolship	6 68	89,730 00	88,672 62	1,064 06
State Textile Schools:				
Bradford Durfee (Fall River)	1,435 05	70,050 00	67,641 82	3,843 23
Lowell Textile Institute	2,441 73	165,100 00	162,382 52	5,159 21
New Bedford	1,368 90	75,200 00	69,956 42	6,612 48
Totals	$242,457 24	$12,163,986 13	$11,767,280 40	$539,162 97

Receipts

Administration:	
Salaries — on account of teachers for vocational schools	$5,310 00
Deposits on plans and specifications	200 00
Sale of bulletins	5 00
Division of Elementary and Secondary Education and Normal Schools:	
Sale of land purchased for a new Art School	76,500 00
Rent of land and buildings	394 58
Education of deaf and blind children	3,913 43
State Normal Schools:	
Bridgewater:	
Maintenance	5,647 49
Boarding hall	85,662 87
Town of Bridgewater — on account of Training School	4,347 20
Fitchburg:	
Maintenance	7,062 63
Boarding hall	48,308 04
City of Fitchburg — on account of Training School	45,663 92
Framingham:	
Maintenance	7,407 18
Boarding hall	107,295 69
Hyannis:	
Maintenance	4,344 77
Boarding hall	41,073 07
Lowell:	
Maintenance	2,450 20
North Adams:	
Maintenance	3,876 73
Boarding hall	29,957 55
Salem:	
Maintenance	4,813 86
City of Salem — on account of Training School	5,728 29
Westfield:	
Maintenance	1,285 11
Boarding hall	15,841 49
Worcester:	
Maintenance	3,095 66
Boarding hall	7,964 87

Receipts — Concluded

Division of Elementary and Secondary Education and Normal Schools:	
State Normal Schools:	
School of Art:	
Maintenance	$22,388 43
Division of University Extension:	
Enrolment fees	137,361 97
Sale of material and rental of films	23,360 76
Division of Vocational Education:	
Vocational rehabilitation (reimbursement)	318 44
Division of the Blind:	
Maintenance of industries	99,744 47
Maintenance of local shops	43,891 80
Woolson House industries for men	12,756 70
Massachusetts Nautical School:	
Students' fees	6,050 00
Graduation fees forfeited	877 64
Refund on retirement deductions	4 11
Expenses of schoolship (grant from Federal Government)	25,000 00
State Textile Schools:	
Bradford Durfee (Fall River):	
Maintenance	2,796 72
Grant from City of Fall River	10,000 00
Lowell Textile Institute:	
Maintenance	36,265 06
Grant from City of Lowell	10,000 00
New Bedford:	
Maintenance	4,604 99
Grant from City of New Bedford	10,000 00
Total	$963,570 72

Funds

Name of Fund	Original Bequest and unexpended income Dec. 1, 1928	Receipts	Expenditure	Balance Nov. 30, 1929
Albert H. Munsell Massachusetts Normal Art School Fund	$9,277 72	$494 35	$545 00	$9,227 07
Bridgewater Normal School Playground Fund	50 00	—	—	50 00
Gustavus A. Hinckley Free Scholarship Fund (Hyannis)	7,174 61	292 53	—	7,467 14
Mercy A. Bailey Normal Art School Fund	1,725 75	67 65	185 00	1,608 40
Rebecca R. Joslin Scholarship Trust Fund	2,205 67	418 19	185 00	2,438 86
Robert Charles Billings State Normal Art School Fund	1,530 49	61 81	90 00	1,502 30
Robert Charles Billings State Normal School at Framingham Fund	1,568 16	88 72	15 26	1,641 62
The Marguerite Guilfoyle School of Art Fund	1,056 98	41 28	70 00	1,028 26
Todd Normal School Fund	21,601 95	930 17	809 96	21,722 16
Vocational Education Trust Fund — United States Grant	50,333 96	249,157 44	249,228 18	50,263 22
Vocational Rehabilitation Trust Fund — United States Grant	20,170 08	11,050 64	14,565 06	16,655 66
Vocational Rehabilitation Gift Fund	336 71	1,391 76	1,281 13	447 34
George Reed Fund	—	565 00	—	565 00

I. Statistics of State Normal Schools

Teachers and students in normal schools and in model and practice schools for the school year ending June, 1929

NAME OF SCHOOL	NORMAL SCHOOLS										MODEL AND PRACTICE SCHOOLS		
	Teachers		Enrolment of Students					Graduates			Teachers		Pupils
				Regular session				June, 1929					
	Men	Women	New admissions in September, 1928	Men	Women	Total	Summer Session of 1929	Diploma courses	Degree courses	Since establishment of school	Men	Women	Average membership
Bridgewater	10	18	200	67	488	555	—	137	53	6,959	—	14	405.9
Fitchburg	12	11	164	114	261	375	148	154	—	3,126	1	18	591.0
Framingham	7	29	207	—	487	487	—	96	65	5,491	—	11	385.0
Hyannis	2	7	57	—	114	114	423	73	—	1,024	1	10	363.36
Lowell	3	11	105	—	264	264	—	147	2	2,607	2	30	874
North Adams	4	8	67	—	146 [1]	146	144	83	—	1,677	1	19	720.0
Salem	8	17	215	30	486	518	—	149	36	5,616	2	12	377.0
Westfield	4	7	58	—	158	158	—	99	—	3,865	13	1	539.77
Worcester	8	14	86	—	242	242	—	48	21	2,774	—	14	575.0
Massachusetts School of Art (Boston)	20	13	130	80	311	391	—	47	274	2,755	—	—	—
Totals	78	135	1,289	291	2,957	3,250	715	1,033	451	35,894	20	129	—

[1] Not including 118 in correspondence courses.

Index of Towns

[Note. — The number indicates the superintendency union in which the town is found in the table that follows.]

Statistics of Superintendency Unions — Continued

56 Sandisfield
15 Sandwich
65 Savoy
1 Scituate
54 Seekonk
50 Sheffield
14 Shelburne
27 Sherborn
61 Shirley
70 Shrewsbury
40 Shutesbury
62 Somerset
4 Southampton
6 Southborough
23 South Hadley
56 Southwick
9 Sterling
74 Stow
32 Sturbridge
31 Sudbury
55 Sunderland
46 Sutton
62 Swansea
2 Templeton
10 Tewksbury
25 Tisbury
56 Tolland
47 Topsfield
30 Townsend
20 Truro
73 Tyngsborough
41 Tyringham
12 Upton
39 Uxbridge
8 Wales
17 Warren
24 Warwick
42 Washington
31 Wayland
57 Webster
20 Wellfleet
40 Wendell
47 Wenham
70 West Boylston
69 West Bridgewater
17 West Brookfield
4 Westhampton
9 Westminster
59 West Newbury
52 West Stockbridge
25 West Tisbury
49 Westwood
55 Whately
18 Wilbraham
51 Williamsburg
67 Wilmington
60 Winchendon
42 Windsor
51 Worthington
64 Wrentham
16 Yarmouth

Number	UNION	Date of entering union	State triennial valuation, May, 1928	Number of principals and full time teachers, Jan. 1, 1929	Number of school buildings, Jan. 1, 1928	Each town's share of superintendent's —		State Aid for 1928–29 on account of employment of school superintendent
						Full salary	Traveling expenses	
1	Marshfield	1888	$6,557,739	12	3	$1,433 33	$225 76	—
	Scituate	1888	12,766,418	24	4	2,150 00	350 54	—
2	Hubbardston	1889	1,306,370	7	4	480 00	74 00	$309 42
	Phillipston	1889	483,087	4	4	240 00	37 00	154 71
	Royalston	1889	1,340,200	5	3	480 00	73 00	308 87
	Templeton	1889	3,938,191	26	7	1,800 00	277 50	1,160 33
3	Ashland	1889	2,740,377	17	3	1,350 00	62 26	874 70
	Hopkinton	1889	3,041,716	17	4	1,350 00	56 22	870 95
4	Easthampton	1889	16,992,313	63	7	3,170 00	50 00	—
	Southampton	1889	977,269	7	6	670 00	35 00	290 95
	Westhampton	1889	426,949	2	2	260 00	15 00	113 49
5	Barre	1890	4,616,117	27	8	1,393 34	199 09	—
	Hardwick	1890	4,616,077	20	7	1,393 34	199 09	773 33
	Petersham	1890	2,039,085	7	2	696 67	99 54	386 67
6	Berlin	1890	1,112,591	6	5	656 66	87 89	392 45
	Northborough	1890	2,300,383	13	3	1,312 33	175 79	784 38
	Southborough	1890	3,996,718	16	3	1,259 45	175 79	756 50
7	Becket	1890	846,333	4	4	780 00	115 00	576 68
	Chester	1890	1,720,512	16	6	1,429 97	219 99	1,063 14
	Middlefield	1890	376,249	2	2	390 00	50 00	283 51
8	Brimfield	1890	1,534,328	10	5	873 95	124 48	483 33
	Monson	1890	4,177,870	28	4	2,097 50	298 75	1,160 00
	Wales	1893	521,079	3	2	524 37	74 69	290 00
9	Princeton	1890	1,591,280	7	1	545 20	99 32	386 67
	Sterling	1890	1,801,745	10	5	1,090 40	198 64	773 33
	Westminster	1890	1,589,970	11	11	1,090 40	198 64	773 33
10	Dracut	1891	5,698,542	44	7	2,275 00	65 00	—
	Tewksbury	1891	3,448,704	15	5	1,225 00	35 00	606 67
11	Brookfield	1891	1,567,912	10	3	1,225 00	86 66	641 04
	East Brookfield	1921	1,231,133	5	2	700 00	49 18	366 14
	North Brookfield	1891	3,374,042	14	2	1,575 00	110 66	823 82

Statistics of Superintendency Unions — Continued

Number	UNION	Date of entering union	State triennial valuation, May, 1928	Number of principals and full time teachers, Jan. 1, 1929	Number of school buildings, Jan. 1, 1928	Each town's share of superintendent's — Full salary	Each town's share of superintendent's — Traveling expenses	State Aid for 1928–29 on account of employment of schools superintendent
12	Grafton	1891	$6,257,502	43	8	$2,700 00	$437 21	—
	Upton	1891	1,615,729	12	3	900 00	132 47	$478 72
13	Millbury	1891	6,367,742	37	7	2,700 00	—	—
	Oxford	1891	3,969,289	28	7	1,800 00	—	666 67
14	Buckland	1892	3,496,521	11	5	1,066 67	131 23	643 04
	Colrain	1892	1,922,094	14	11	1,066 66	131 23	643 04
	Shelburne	1892	3,318,563	19	4	1,066 67	131 24	643 05
15	Bourne	1892	9,407,746	27	6	1,980 00	295 60	—
	Mashpee	1892	1,116,908	3	1	360 00	90 00	207 84
	Sandwich	1892	2,726,490	13	3	1,260 00	200 25	674 45
16	Brewster	1903	1,954,923	6	1	560 00	82 75	386 74
	Dennis	1892	3,317,859	13	4	1,120 00	161 25	770 92
	Yarmouth	1892	4,644,612	11	3	1,120 00	169 15	—
17	New Braintree	1898	656,014	3	3	491 84	52 00	251 33
	Warren	1893	5,276,981	25	4	2,383 50	252 00	—
	West Brookfield	1898	1,729,171	8	4	908 00	96 00	464 00
18	East Longmeadow	1893	3,853,990	18	3	1,664 77	175 46	855 78
	Hampden	1893	682,867	5	3	424 21	40 72	216 20
	Wilbraham	1893	3,845,638	16	7	1,664 77	175 46	855 78
19	Hanover [1]	1894	3,697,515	18	5	1,314 72	179 54	638 87
	Hanson [1]	1894	2,605,779	11	5	1,148 40	184 89	570 05
	Norwell [1]	1894	2,154,032	12	3	1,232 67	273 22	643 85
20	Provincetown	1894	4,992,947	31	6	2,397 50	280 00	—
	Truro	1902	1,155,653	4	2	513 75	60 00	290 00
	Wellfleet	1894	1,512,565	8	2	513 75	60 00	290 00
21	Bellingham	1894	2,967,646	16	3	1,260 00	148 53	676 66
	Hopedale	1894	6,455,187	21	5	1,620 00	190 97	—
	Mendon	1894	1,366,262	8	2	720 00	84 88	386 67
22	Chatham	1903	5,334,159	11	1	990 08	161 52	—
	Eastham	1894	1,138,915	3	1	330 08	119 06	221 78
	Harwich	1894	5,315,930	16	5	1,320 08	196 32	—
	Orleans	1894	3,996,355	10	2	659 96	138 24	394 14
23	Granby	1895	1,217,817	7	4	700 00	36 30	357 53
	South Hadley	1895	7,969,613	46	7	2,800 00	145 21	—
24	Bernardston	1917	1,023,186	10	1	600 00	120 00	386 67
	Gill	1895	1,006,723	7	5	600 00	120 00	386 67
	Leyden	1901	362,355	5	5	450 00	90 00	290 00
	Northfield	1895	2,758,384	18	7	1,050 00	210 00	676 66
	Warwick	1895	579,047	3	2	300 00	60 00	193 33
25	Chilmark	1897	608,102	1	1	155 00	34 14	89 11
	Edgartown	1895	4,135,646	11	1	775 00	170 72	—
	Gay Head	1902	126,051	1	1	155 00	34 14	89 11
	Gosnold	1924	1,382,449	1	1	250 00	70 55	151 02
	Oak Bluffs	1895	4,529,384	14	1	775 00	170 72	—
	Tisbury	1895	5,954,534	14	1	775 00	170 72	—
	West Tisbury	1895	946,152	2	1	465 00	102 43	267 35
26	Georgetown	1895	2,123,950	9	2	840 00	119 91	579 94
	Groveland	1895	2,123,466	17	7	1,400 00	199 86	966 58
	Rowley	1895	1,713,065	7	3	560 00	79 95	386 63
27	Holliston [2]	1896	3,883,778	18	5	1,203 33	183 34	644 90
	Medway [2]	1896	3,655,205	22	5	1,382 00	210 00	740 38
	Sherborn [2]	1896	1,811,078	6	2	722 00	110 00	386 94
28	Fairhaven	1897	13,541,766	70	9	3,700 00	36 61	—
	Mattapoisett	1897	3,945,597	10	3	700 00	106 91	312 99
29	Charlemont	1897	1,310,361	10	4	1,106 66	160 00	773 33
	Hawley	1897	311,024	5	6	830 00	120 00	580 00
	Heath	1902	501,878	3	2	415 00	60 00	290 00
	Rowe	1897	806,727	3	3	415 00	60 00	290 00

[1] For eleven and one-half months only.
[2] For eleven months only.

Statistics of Superintendency Unions — Continued

Number	UNION	Date of entering union	State triennial valuation, May, 1928	Number of principals and full time teachers, Jan. 1, 1929	Number of school buildings, Jan. 1, 1928	Each town's share of superintendent's — Full salary	Each town's share of superintendent's — Traveling expenses	State Aid for 1928–29 on account of employment of school superintendent
30	Ashby	1897	$1,050,277	9	1	$700 00	$78 65	$385 77
	Lunenburg	1905	2,545,597	14	8	1,050 00	117 98	578 65
	Townsend	1897	2,574,081	14	4	1,750 00	196 64	964 43
31	Dover	1898	3,700,247	10	2	700 00	142 21	416 17
	Sudbury	1898	2,704,857	11	3	1,050 00	167 41	601 56
	Wayland	1898	5,336,707	19	2	1,750 00	102 93	—
32	Charlton	1902	2,289,172	20	12	2,000 00	300 00	966 67
	Holland	1902	256,753	2	1	400 00	60 00	193 33
	Sturbridge	1898	1,471,842	9	5	1,600 00	240 00	773 33
33	Holden	1900	3,902,491	31	6	1,815 00	275 00	1,063 33
	Oakham	1900	568,024	3	2	330 00	50 00	193 33
	Paxton	1900	1,060,695	5	1	495 00	75 00	290 00
	Rutland	1900	1,578,584	10	3	660 00	100 00	386 67
34	Ashfield	1900	1,497,477	12	10	1,245 00	179 99	870 02
	Cummington	1900	606,786	5	2	553 28	80 01	386 65
	Goshen	1900	458,529	2	1	415 00	60 01	290 01
	Plainfield	1900	457,394	2	1	553 28	80 00	386 65
35	Amherst	1901	10,320,055	52	8	4,450 00	421 76	—
	Pelham	1901	713,568	4	3	550 00	65 80	216 96
36	Hadley	1901	3,499,621	29	11	1,700 00	174 65	949 77
	Hatfield	1901	3,461,439	24	7	1,700 00	174 65	949 76
37	Blandford	1901	1,210,280	3	2	580 00	80 00	375 29
	Huntington	1901	1,588,430	12	4	1,065 00	140 00	685 20
	Montgomery	1901	281,783	3	3	290 00	40 00	187 65
	Russell	1901	5,257,040	11	4	1,065 00	140 00	—
38	Avon	1901	2,391,574	15	2	806 67	97 25	472 24
	Holbrook	1901	3,824,515	24	6	1,100 00	132 62	643 97
	Randolph	1901	5,790,999	38	6	1,393 33	167 98	—
39	Douglas	1901	2,235,197	16	4	1,320 00	167 27	773 33
	Uxbridge	1901	9,042,727	36	9	1,980 00	250 90	—
40	Erving	1901	3,215,027	9	4	1,040 00	160 00	773 33
	Leverett	1901	608,750	6	5	780 00	120 00	580 00
	Shutesbury	1901	538,318	2	3	390 00	60 00	290 00
	Wendell	1901	1,191,351	3	2	390 00	60 00	290 00
41	Lee	1901	6,436,119	25	5	1,750 00	100 00	—
	Monterey	1901	831,326	2	2	678 00	100 00	385 68
	Otis	1901	588,674	4	5	678 00	100 00	385 67
	Tyringham	1901	559,024	2	1	394 00	100 00	244 89
42	Hinsdale	1901	1,129,128	9	6	1,000 00	160 00	773 33
	Peru	1901	406,402	2	2	375 00	60 00	290 00
	Washington	1912	285,985	2	1	500 00	80 00	386 67
	Windsor	1901	514,717	3	2	625 00	100 00	483 33
43	Halifax	1901	1,551,455	4	1	608 13	70 00	338 22
	Kingston	1901	3,927,349	18	5	1,347 33	130 00	—
	Pembroke	1901	2,900,144	11	3	1,129 99	130 00	628 41
	Plympton	1901	779,816	3	3	390 13	70 00	217 42
44	Cheshire	1912	1,871,888	8	3	1,000 00	166 70	773 33
	Hancock	1902	643,369	6	5	400 00	66 68	309 33
	Lanesborough	1902	1,461,637	10	6	1,000 00	166 70	773 33
	New Ashford	1902	150,358	1	1	100 00	16 67	77 34
45	Dana	1902	836,423	5	2	735 24	122 04	568 59
	Greenwich	1902	639,848	2	3	441 24	73 22	341 21
	New Salem	1902	819,299	9	6	882 36	146 39	682 32
	Prescott	1902	293,741	1	3	441 24	73 22	341 21
46	Auburn	1902	5,743,245	33	12	2,200 00	302 75	—
	Sutton	1902	2,020,583	18	10	1,500 00	233 80	791 21

Statistics of Superintendency Unions — Continued

Number	UNION	Date of entering union	State triennial valuation, May, 1928	Number of principals and full time teachers, Jan. 1, 1929	Number of school buildings, Jan. 1, 1928	Each town's share of superintendent's — Full salary	Each town's share of superintendent's — Traveling expenses	State Aid for 1928–29 on account of employment of school superintendent
47	Hamilton	1917	$5,952,124	17	2	$1,300 00	$130 10	—
	Lynnfield	1912	3,386,423	8	2	800 04	80 42	$382 53
	Topsfield	1912	3,119,154	8	10	700 02	60 00	330 10
	Wenham	1902	3,409,406	8	1	800 04	81 24	382 55
48	Carver	1902	3,186,285	11	3	1,040 00	160 00	773 33
	Lakeville	1902	1,688,955	8	3	728 00	112 00	541 33
	Rochester	1902	1,603,093	8	4	832 00	128 00	618 67
49	Medfield	1908	3,105,813	13	2	875 00	121 17	476 96
	Millis	1902	3,524,464	15	3	875 00	143 54	487 68
	Norfolk	1902	1,852,676	6	2	875 00	142 56	487 21
	Westwood	1902	4,292,030	10	2	875 00	130 61	—
50	Mount Washington	1902	230,646	1	1	290 00	57 28	193 33
	New Marlborough	1902	1,746,822	9	3	1,160 00	229 12	773 33
	Sheffield	1902	1,610,214	13	6	1,450 00	286 40	966 67
51	Chesterfield	1902	602,801	5	5	725 00	94 56	479 71
	Williamsburg	1902	1,940,779	15	5	1,450 00	189 12	959 41
	Worthington	1902	708,393	5	4	725 00	94 56	479 71
52	Alford	1902	342,624	2	2	433 75	100 09	313 52
	Egremont	1902	1,036,523	3	3	433 75	100 09	313 52
	Richmond	1902	889,527	5	6	867 50	100 09	568 26
	West Stockbridge	1902	1,455,225	8	5	1,156 59	100 09	738 03
53	Berkley	1902	1,012,388	6	2	600 00	92 70	386 67
	Dighton	1902	5,313,756	22	9	1,500 00	231 72	—
	Freetown	1924	2,211,728	11	6	900 00	139 04	580 00
54	Rehoboth	1902	2,167,937	12	9	1,625 00	212 92	966 67
	Seekonk	1913	4,801,903	22	5	1,625 00	212 92	—
55	Conway	1903	1,132,229	6	3	676 63	80 00	386 65
	Deerfield	1903	5,566,165	32	8	1,353 31	160 00	—
	Sunderland	1903	1,619,664	10	3	676 67	80 00	386 67
	Whately	1903	1,595,780	9	5	676 74	80 00	386 70
56	Granville	1903	816,861	6	5	1,080 00	150 00	580 00
	Sandisfield	1903	792,484	5	5	900 00	125 00	483 33
	Southwick	1903	2,077,031	13	11	1,260 00	175 00	676 67
	Tolland	1903	405,094	1	1	360 00	50 00	193 33
57	Dudley	1903	5,359,772	24	10	3,500 00	112 47	—
	Webster	1903	16,624,309	51	7	1,500 00	272 65	—
58	Belchertown	1904	2,036,885	18	7	2,304 00	256 40	1,370 92
	Enfield	1904	803,936	4	2	896 00	99 54	533 04
59	Merrimac	1912	2,520,085	14	4	713 55	161 98	483 34
	Newbury	1905	2,590,236	8	2	713 55	161 98	483 33
	Salisbury	1905	3,874,234	9	2	713 55	161 98	483 33
	West Newbury	1905	1,290,998	13	3	713 55	161 98	483 33
60	Ashburnham	1905	1,981,397	12	4	1,222 04	148 34	644 44
	Winchendon	1905	7,100,026	41	9	2,444 08	296 68	—
61	Ayer	1909	4,098,767	20	4	2,062 50	174 36	1,032 91
	Boxborough	1921	386,667	3	2	562 50	47 55	281 70
	Shirley	1909	2,513,505	9	3	1,125 00	95 10	563 40
62	Somerset	1909	12,152,105	37	7	1,600 00	233 89	—
	Swansea	1909	4,568,460	23	10	1,600 00	233 89	—
63	Norton	1911	3,105,987	18	4	2,100 00	368 57	1,153 93
	Plainville	1911	1,836,898	11	2	1,400 00	267 35	779 40
64	Franklin	1911	9,988,131	54	10	3,150 00	490 00	—
	Wrentham	1911	3,551,008	13	2	1,350 00	210 00	580 00
65	Clarksburg	1912	1,060,516	10	4	810 00	120 00	580 00
	Florida	1912	1,713,528	6	5	675 00	100 00	483 33
	Monroe	1912	1,175,203	2	1	405 00	60 00	290 00
	Savoy	1912	332,495	5	5	810 00	120 00	580 00

Statistics of Superintendency Unions — Concluded

Number	UNION	Date of entering union	State triennial valuation, May, 1928	Number of principals and full time teachers, Jan. 1, 1929	Number of school buildings, Jan. 1, 1928	Each town's share of superintendent's —		State Aid for 1928–29 on account of employment of school superintendent
						Full salary	Traveling expenses	
66	Blackstone	1913	$3,147,802	22	9	$1,680 00	$240 00	$1,160 00
	Millville	1917	2,044,616	11	4	1,120 00	160 00	773 33
67	Boxford	1916	1,362,928	4	3	720 00	125 54	386 67
	Middleton	1916	1,745,367	5	1	720 00	125 54	386 66
	Wilmington	1916	4,005,068	28	8	2,160 00	376 61	1,160 00
68	Billerica	1920	11,639,684	40	5	3,000 00	—	—
	Burlington	1920	2,465,354	8	1	750 00	—	333 34
69	Raynham	1920	2,118,902	12	5	1,200 00	237 31	642 94
	West Bridgewater	1920	3,316,940	22	8	2,400 00	133 89	1,271 19
70	Boylston	1921	953,526	6	2	450 00	40 00	193 33
	Shrewsbury	1921	8,066,166	50	9	2,700 00	240 00	—
	West Boylston	1921	1,962,671	18	4	1,350 00	120 00	580 00
71	Bedford	1921	2,887,736	12	2	900 00	84 17	380 63
	Lexington	1921	18,619,889	82	6	3,600 00	179 18	—
72	North Reading	1922	2,388,732	8	2	420 00	—	166 09
	Reading	1922	16,592,628	78	10	3,800 00	7 91	—
73	Dunstable	1911	501,606	2	1	435 00	33 54	272 35
	Pepperell	1909	3,711,283	19	5	1,740 00	134 16	1,089 38
	Tyngsborough	1924	1,392,147	6	1	725 14	55 90	454 00
74	Bolton	1926	1,331,450	5	2	489 50	65 58	280 10
	Carlisle	1926	779,484	4	1	319 92	52 22	187 79
	Harvard	1926	2,778,427	5	1	640 08	100 84	373 88
	Littleton	1926	2,777,951	11	2	960 00	254 93	613 08
	Stow	1926	1,842,359	10	3	800 04	148 17	478 48
75	Essex	1929	1,655,289	10	3	1,120 00	127 37	555 49
	Manchester	1929	13,996,068	22	3	1,200 00	86 70	—
	Totals	—	—	—	—	$253,535 24	$30,973 77	$98,676 36

Note. — There are 227 towns in unions, — 184 State-aided, 43 not State-aided. Of the foregoing unions, those numbered 21, 25, 35, and 50 were authorized by special acts of the legislature.

III. Towns of Less than 500 Families and State Aid for High School Education therein, School Year ending June 30, 1929

Explanation of Abbreviations and Symbols in Table

In column 5 —
"Acad." denotes that high school education was furnished by a high school not under the order and superintendence of the school committee.

In columns 5 and 7 —
"Excess" denotes that the ratio of the valuation to the net average membership of the schools exceeded the corresponding ratio for the Commonwealth; consequently, the town received no high school aid or tuition reimbursement.

In column 7 —
* denotes valuation over $1,000,000; reimbursement, **one-half.**
‡ denotes valuation of $500,000 to $1,000,000; reimbursement, **three-fourths.**
No symbol, valuation less than $500,000; reimbursement, **in full.**

In column 8 —
† denotes that the town expended from local taxation for the support of schools less than $4 per $1,000 valuation; consequently, the town received no high school transportation reimbursement.
* denotes said expenditure was between $4 and $5 per $1,000 valuation; reimbursement, **one-half.**
‡ denotes said expenditure was between $5 and $6; reimbursement, **three-fourths.**
No symbol, said expenditure was over $6; reimbursement, **in full.**

Towns	Families, United States Census, 1920	Local high school				Attendance at high schools in other towns or cities			Total State aid for high school education
		Years in course	Resident pupils in membership of high school	Number of teachers based on time devoted to high school	State aid	Resident pupils attending public high schools in other towns and cities	State reimbursement for tuition	State reimbursement for transportation	
	1	2	3	4	5	6	7	8	9
Alford	62	—	33	—	—	5	$541 46	$598 50	$1,139 96
Ashby	236	4	48	2.771	$692 86	—	—	—	692 86
Ashfield	233	4	65	3.000	750 00	—	—	—	750 00
Becket	196	—	—	—	—	15	1,388 55‡	1,240 05	2,628 60
Bedford	325	—	—	—	—	58	3,082 78*	1,138 50	4,221 28
Belchertown	486	4	115	5.000	1,250 00	—	—	—	1,250 00
Bellingham	496	—	—	—	—	53	2,606 95*	2,809 00	5,415 95
Berkley	249	—	—	—	—	33	2,604 00‡	3,087 38	5,691 38
Berlin	221	—	—	—	—	28	1,458 40*	574 35	2,032 75
Bernardston	191	4	59	4.300	1,075 00	—	—	—	1,075 00
Blandford	129	—	—	—	—	12	Excess	816 00	816 00
Bolton	184	1[1]	4	.823	205 88	12	574 70*	732 00	1,512 58
Boxborough	73	—	—	—	—	21	2,399 00	1,753 20	4,152 20
Boxford	163	—	—	—	Acad.	27[2]	1,541 64*	2,192 92	3,734 56
Boylston	188	—	—	—	—	57	5,678 55‡	1,854 63	7,533 18
Brewster	219	4	25	—	Excess	—	—	—	—
Brimfield	209	4	59	4.6	1,150 00	—	—	—	1,150 00
Brookfield	210	4	54	2.886	721 43	—	—	—	721 43
Buckland	384	—	—	—	—	75	4,184 42*	1,935 50	6,119 92
Burlington	236	—	—	—	—	67	3,493 57*	5,117 94	8,611 51
Carlisle	134	—	—	—	—	32	2,963 60‡	2,444 55	5,408 15
Carver	276	—	—	—	—	33	1,603 17*	3,235 55	4,838 72
Charlemont	234	4	45	4.000	1,000 00	—	—	—	1,000 00
Charlton	445	4	76	5.000	1,250 00	—	—	—	1,250 00
Cheshire	362	—	—	—	—	36	1,432 77*	1,467 72	2,900 49
Chester	330	4	95	4.371	1,092 86	—	—	—	1,092 86
Chesterfield	127	—	—	—	—	9	1,072 00	969 14	2,041 14
Chilmark	80	—	—	—	—	7	Excess	607 20	607 20
Clarksburg	255	—	—	—	—	31	2,905 49‡	384 00	3,289 49
Colrain	388	—	—	—	—	52	3,231 92*	4,815 60	8,047 52
Conway	256	—	—	—	—	40	3,171 95‡	4,682 55	7,854 50
Cummington	148	2	13	1.000	250 00	—	922 40	1,512 70	2,685 10
Dana	183	—	—	—	—	20	1,564 41‡	1,652 20	3,216 61
Dover	212	4	47	—	Excess	—	—	—	—
Dunstable	99	—	—	—	—	15	1,397 68	1,814 40	3,212 08
Duxbury	455	4	58	—	Excess	—	—	—	—
East Brookfield	137	—	—	—	—	26	1,084 25*	1,128 60	2,212 85
Eastham	128	—	—	—	—	18	Excess	2,003 75	2,003 75
Edgartown	360	4	49	—	Excess	—	—	—	—
Egremont	131	—	—	—	—	17	1,555 58‡	1,200 00	2,755 58
Enfield	205	—	—	—	—	18	1,405 24‡	1,938 75	3,343 99
Erving	324	—	—	—	—	60	3,552 95*	4,241 57	7,794 52
Essex	460	4	62	3.543	885 71	—	—	—	885 71
Florida	72	—	—	—	—	7	Excess	268 00*	268 00
Freetown	397	—	—	—	—	29	1,767 24*	3,053 85	4,821 09

[1] Third year of junior high school.
[2] Not including pupils attending Barker Free School.

III. *Towns of Less than 500 Families and State Aid for High School Education therein, School Year ending June 30, 1929* — Continued

	1	2	3	4	5	6	7	8	9
Gay Head	43	—	—	—	—	4	$413 90	$417 90	$831 80
Gill	210	—	—	—	—	37	2,903 44‡	955 85	3,859 29
Goshen	55	—	—	—	—	7	650 00	821 80	1,471 80
Gosnold	27	—	—	—	—	2	Excess	†	—
Granby	181	—	—	—	—	33	2,584 88‡	2,023 44	4,608 32
Granville	173	—	—	—	—	25	2,094 24‡	2,877 00	4,971 24
Greenwich	113	—	—	—	—	9	Excess	621 20	621 20
Halifax	133	—	—	—	—	27	Excess	1,313 16	1,313 16
Hamilton	419	4	53	—	Excess	—	—	—	—
Hampden	164	—	—	—	—	25	4,031 55‡	3,176 07	7,207 62
Hancock	110	—	—	—	—	7	542 52‡	406 00	948 52
Harvard	291	—	—	—	Acad.	3[1]	Excess	194 76	194 76
Hawley	87	—	—	—	—	7	773 73	753 90	1,527 63
Heath	97	—	—	—	—	5	608 65	625 10	1,233 75
Hinsdale	271	—	—	—	—	32	2,713 88‡	2,587 33	5,301 21
Holland	40	—	—	—	—	8	789 00	944 30	1,733 30
Hubbardston	278	—	—	—	—	43	3,143 18‡	4,018 71	7,161 89
Hull	433	—	—	—	—	75	Excess	2,381 00*	2,381 00
Huntington	342	4	76	5.000	$1,250 00	—	—	—	1,250 00
Lakeville	310	—	—	—	—	44	1,900 33*	1,990 50	3,890 83
Lanesborough	254	—	—	—	—	53	2,185 50*	1,928 45	4,113 95
Leverett	191	—	—	—	—	22	2,701 46	1,925 40	4,626 86
Leyden	83	—	—	—	—	5	559 20	158 40*	717 60
Lincoln	242	1[2]	19	—	—	49	Excess	2,033 04	2,033 04
Littleton	317	4	57	3.209	802 25	—	—	—	802 25
Lunenburg	422	4	63	4.457	1,114 29	—	—	—	1,114 29
Lynnfield	321	—	—	—	—	75	Excess	3,552 21	3,552 21
Marion	360	1[2]	16	—	—	17	Excess	1,298 50	1,298 50
Marshfield	450	4	77	—	Excess	—	—	—	—
Mashpee	64	—	—	—	—	10	Excess	1,052 80	1,052 80
Mattapoisett	338	1[2]	19	—	—	36	Excess	1,257 88	1,257 88
Medfield	441	4	85	5.000	1,250 00	—	—	—	1,250 00
Mendon	247	4	29	3.000	750 00	—	—	—	750 00
Middlefield	58	—	—	—	—	9	894 00	891 37	1,785 37
Middleton	257	—	—	—	—	39	2,048 56*	1,437 70	3,486 26
Millis	315	4	100	5.000	1,250 00	—	—	—	1,250 00
Millville	460	—	—	—	—	51	2,994 53*	2,000 00	4,994 53
Monroe	39	—	—	—	—	1	Excess	34 00*	34 00
Monterey	80	—	—	—	—	7	Excess	788 90	788 90
Montgomery	50	—	—	—	—	2	200 00	144 40	344 40
Mt. Washington	20	—	—	—	—	3	Excess	340 20	340 20
Nahant	354	1[2]	22	—	—	53	Excess	1,264 40	1,264 40
New Ashford	26	—	—	—	—	4	414 56	352 80	767 36
New Braintree	89	—	—	—	—	22	1,554 56‡	2,584 80	4,139 36
Newbury	354	—	—	—	—	14	847 39*	2,246 30	3,093 69
New Marlborough	262	4	32	2.028	507 00	—	—	—	507 00
New Salem	153	4	48	4.051	1,014 25	—	—	—	1,014 25
Norfolk	272	—	—	—	—	51	2,493 86*	1,607 74	4,101 60
Northborough	496	4	90	3.700	925 00	—	—	—	925 00
Northfield	455	4	93	5.000	1,250 00	—	—	—	1,250 00
North Reading	303	—	—	—	—	85	4,729 00*	4,625 04	9,354 04
Norwell	389	4	67	4.171	1,042 86	—	—	—	1,042 86
Oak Bluffs	293	4	42	—	Excess	—	—	—	—
Oakham	138	—	—	—	—	22	2,174 00	1,852 70	4,026 70
Orleans	333	4	80	—	Excess	—	—	—	—
Otis	94	—	—	—	—	14	1,216 96‡	1,334 40	2,551 36
Paxton	126	—	—	—	—	26	2,615 46‡	1,760 00	4,375 46
Pelham	123	—	—	—	—	10	1,125 08‡	563 27	1,688 35
Pembroke	408	4	48	—	Excess	—	—	—	—
Peru	46	—	—	—	—	2	Excess	278 60	278 60
Petersham	169	4	38	—	Excess	—	—	—	—
Phillipston	90	—	—	—	—	10	681 00	1,008 05	1,689 05
Plainfield	83	—	—	—	—	12	1,289 50	1,415 75	2,705 25
Plainville	356	4	71	4.25	1,062 50	—	—	—	1,062 50
Plympton	140	—	—	—	—	32	2,041 76‡	1,541 00	3,582 76
Prescott	70	—	—	—	—	6	Excess	718 90	718 90
Princeton	185	3	16	—	—	—	Excess	188 50	188 50
Raynham	377	—	—	—	—	64	3,303 78*	1,835 80	5,139 58
Richmond	131	—	—	—	—	14	1,022 25‡	1,016 80	2,039 05
Rochester	275	—	—	—	—	33	1,633 20*	3,277 30	4,910 50
Rowe	82	—	—	—	—	11	Excess	1,147 30	1,147 30
Rowley	343	—	—	—	—	48	1,738 50*	3,026 10	4,764 60
Royalston	193	—	—	—	—	27	1,078 85*	2,373 91	3,452 76
Russell	276	—	—	—	—	45	Excess	1,301 75	1,301 75
Rutland	266	4	46	3.2	800 00	—	—	—	800 00
Salisbury	479	—	—	—	—	55	2,713 67*	3,020 32	5,733 99
Sandisfield	131	—	—	—	—	6	393 00‡	653 10	1,046 10
Sandwich	401	4	72	4.666	1,166 67	—	—	—	1,166 67
Savoy	103	—	—	—	—	3	231 25	309 75	541 00
Sheffield	390	4	58	3.885	971 25	—	—	—	971 25
Shelburne	436	4	237	—	Excess	—	—	—	—
Sherborn	312	4	35	—	Excess	—	—	—	—
Shirley	452	—	—	—	—	46	2,553 87*	3,208 36	5,762 23
Shutesbury	65	—	—	—	—	9	1,135 00	480 00‡	1,615 00

[1] Not including pupils attending local academy.

[2] Third year of junior high school.

III. *Towns of Less than 500 Families and State Aid for High School Education therein, School Year ending June 30, 1929* — Concluded

	1	2	3	4	5	6	7	8	9
Southampton	222	—	—	—	—	25	$1,935 00‡	$829 75	$2,764 75
Southborough	450	4	58	4.800	$1,200 00	—	—	—	1,200 00
Southwick	289	—	—	—	—	44	2,601 15*	4,429 20	7,030 35
Sterling	341	2	11	1.943	485 71	—	1,309 50*	801 07	2,596 28
Stockbridge	454	4	115	—	Excess	—	—	—	—
Stow	280	4	47	3.057	764 28	—	—	—	764 28
Sturbridge	397	—	—	—	—	47	2,058 84*	2,134 15	4,192 99
Sudbury	297	4	49	—	Excess	—	—	—	—
Sunderland	277	—	—	—	—	31	1,961 63*	1,607 60	3,569 23
Tewksbury	477	—	—	—	—	103	3,956 16*	3,342 55	7,298 71
Tisbury	362	4	74	—	Excess	—	—	—	—
Tolland	50	—	—	—	—	—	Excess	No claim	—
Topsfield	253	4	61	—	Excess	—	—	—	—
Townsend	473	4	79	4.914	1,228 57	—	—	—	1,228 57
Truro	162	—	—	—	—	27	Excess	2,646 00	2,646 00
Tyngsborough	281	—	—	—	—	28	1,336 93*	1,605 52	2,942 45
Tyringham	70	—	—	—	—	18	1,745 00	1,356 52	3,101 52
Upton	400	4	59	3.719	929 75	—	—	—	929 75
Wales	120	—	—	—	—	8	795 00	769 50	1,564 50
Warwick	96	—	—	—	—	5	437 50	311 60	749 10
Washington	59	—	—	—	—	1	116 50	78 78	195 28
Wellfleet	279	4	56	—	Excess	—	—	—	—
Wendell	93	—	—	—	—	9	643 13‡	859 80	1,502 93
Wenham	288	1[1]	22	—	—	—	Excess	1,400 33	1,400 33
West Boylston	395	4	53	4.571	1,064 29	—	—	—	1,064 29
West Brookfield	370	1[1]	19	.657	164 29	30	1,386 38*	1,557 38	3,108 05
Westhampton	82	—	—	—	—	7	772 00	377 55‡	1,149 55
Westminster	365	4	—	—	—	36	2,181 43*	2,767 35	4,948 78
West Newbury	401	4	60	3.925	981 25	—	—	—	981 25
West Stockbridge	268	—	—	—	—	41	1,666 83*	2,472 46	4,139 29
West Tisbury	106	—	—	—	—	12	Excess	809 20	809 20
Westwood	316	—	—	—	—	62	Excess	2,261 00	2,261 00
Whately	256	—	—	—	—	35	1,868 55*	1,828 02	3,696 57
Williamsburg	423	4	56	3.83	958 33	—	—	—	958 33
Windsor	95	—	—	—	—	11	1,420 60	829 20	2,249 80
Worthington	120	—	—	—	—	15	1,180 95‡	1,777 65	3,258 60
Wrentham	434	4	63	4.1998	1,049 95	—	—	—	1,049 95
Yarmouth	391	4	52	—	Excess	—	—	—	—
Totals (167 towns)	—	—	3,530	—	$34,306 23	3,004	$160,576 80	$188,066 29	$382,949 32

[1] Third year of junior high school.

Summary

Towns that maintained four-year high schools		51
Received State grant	33[1]	
Did not receive State grant because "valuation per pupil" was in excess of the corresponding ratio for the Commonwealth	18	
Towns sending pupils to high schools in other towns or cities		116
Tuition expenditures:		
Reimbursed in full	26[2]	
Reimbursed three-fourths	26	
Reimbursed one-half	36	
Not reimbursed	28	
Transportation expenditures:		
Reimbursed in full	108[2]	
Reimbursed three-fourths	2	
Reimbursed one-half	4	
Not reimbursed	2	
Total		167

[1] In addition, Bolton, Cummington, Sterling and West Brookfield maintained high schools of less than four years, and received the State grant.

[2] Twenty-four of these towns received reimbursement in full for both tuition and transportation expenditures.

List of State-aided High Schools

Ashby, Ashfield, Belchertown, Bernardston, Bolton, Brimfield, Brookfield, Charlemont, Charlton, Chester, Cummington, Essex, Huntington, Littleton, Lunenburg, Medfield, Mendon, Millis, New Marlborough, New Salem, Northborough, Northfield, Norwell, Plainville, Rutland, Sandwich, Sheffield, Southborough, Sterling, Stow, Townsend, Upton, West Boylston, West Brookfield, West Newbury, Williamsburg, Wrentham — 37.

IV. Certification of Teachers for State-aided High Schools

Teachers in State-aided high schools (of which there were 37 in the year 1928–29) are required by section 12, chapter 71 of the General Laws, to hold certificates issued by the Department of Education. Teachers in other high schools and teachers in elementary schools are not required to hold State certificates. Applicants are usually issued certificates on credentials without examination.

The Department recently adopted the additional regulation in connection with teachers' certificates, that such certificates would be issued only to teachers in the State-aided high schools of Massachusetts or to *bona fide* candidates for positions in such schools.

Two classes of certificates are now granted, namely, term and special. A general certificate was granted prior to July 1, 1912. The requirements for these certificates are stated in a circular of information which may be obtained from the Department of Education.

The total number of high school teachers' certificates granted up to December 1, 1929, was as follows:

General, 587; Preliminary, 1,183; Special, 819; Term, 1,355; Life, 6. Total, 3,950.

V. County Training Schools

The following table gives a list of the county training schools in the State for the commitment of habitual truants, absentees, and school offenders:

County Training School	Location	Superintendent
Essex	Lawrence	W. Grant Fancher
Hampden	Springfield	Clifford M. Granger
Middlesex[1]	North Chelmsford	Charles G. Hoyt
Norfolk, Bristol, and Plymouth Union	Walpole	James H. Craig
Worcester	Oakdale	Alton W. Pierce

The counties of Barnstable, Berkshire, Dukes, Franklin, Hampshire, and Nantucket are exempted by law from maintaining training schools of their own, but the county commissioners of each of these counties are required to assign an established training school as a place of commitment for habitual truants, absentees, and school offenders. The places designated by the several commissioners are as follows: *Barnstable County*, Walpole; *Berkshire County*, Springfield; *Dukes, Franklin and Hampshire Counties*, North Chelmsford; *Nantucket County*, . . . An agent of the Department visited all the county schools during the year.

Table showing the Number of Pupils Attending, Admitted, and Discharged

County Training School	Enrolled July 1, 1928	Enrolled July 1, 1929	Admitted during the year	Discharged during the year	Average attendance
Essex	103	82	24	45	86
Hampden	48	52	24	21	49
Middlesex	100	100	72	86	86
Norfolk, Bristol, Plymouth Union	38	36	20	22	33
Worcester	39	43	16	12	37
Totals	328	313	156	186	291

VI. Statistics of Schools in State Institutions for the Year ending Nov. 30, 1929

State Institutions	Number of Pupils					Number of Teachers	
	Enrolled Dec. 1, 1928	Enrolled Dec. 1, 1929	Admitted during the year	Discharged during the year	Average attendance	Men	Women
State Industrial School for Girls, Lancaster	307	293	298	312	308	—	17
Lyman School for Boys, Westborough	347	310	553	590	329	3	12
State Industrial School for Boys, Shirley	302	295	485	492	295	58	20
Totals	956	898	1,336	1,394	932	61	49

[1] Under the law, commitments from Boston, Chelsea, Revere, and Winthrop in Suffolk County must be to the training school for the county of Middlesex.

VII. General School Fund
(Chapter 70, General Laws)

Distribution under Part I (Nov. 20, 1929):		
General	$4,998,202 61	
Supplementary	300,575 10	
		$5,298,777 71
Distribution under Part II (March 10, 1929):		
Towns in which the proportionate amount paid by such towns of every thousand dollars of State tax as established by the last preceding valuation made for the purpose of apportioning such tax:		
Class I—8c or less	$47,351 92	
Class II—More than 8c but not more than 16c	64,245 95	
Class III—More than 16c but not more than 40c	178,476 05	
Class IV—More than 40c but not more than 50c	48,633 86	
		$338,707 78
From income tax (Part I)	$5,298,777 71	
From income of Massachusetts School Fund (Part II)	213,928 78	
From income tax (Part II)	124,779 00	
		$5,637,485 49

STATE-AIDED VOCATIONAL EDUCATION

Table No. 1. — *Roster of State-aided vocational and part-time schools*
School Year ending August 31, 1929

ONE HUNDRED SEVENTY-THREE (ALL) SCHOOLS IN OPERATION DURING THE YEAR (OR NOW) IN 75 CITIES AND TOWNS LISTED CHRONOLOGICALLY BY TYPES OF SCHOOLS, WITH DATES OF ESTABLISHMENT AND NAMES OF DIRECTORS

Group I. Twenty-eight day industrial schools (boys)

Smith's Agricultural (Northampton), Oct., 1908; Herbert N. Loomis.
New Bedford Vocational, Nov., 1909; William H. Mackintosh.
Newton Vocational, Feb., 1909; Michael W. Murray.
Worcester Boys' Trade, Feb., 1910; Albert J. Jameson.
Somerville Vocational School for Boys, Sept., 1910; Harry L. Jones.
Lowell Vocational, Sept., 1911; Thomas F. Fisher.
Springfield Trade, Sept., 1911; George A. Burridge.
Westfield Trade, Sept., 1911; Chester C. Derby.
Boston Trade, Feb., 1912; William C. Crawford.
Quincy Trade, Sept., 1912; Elijah P. Barrows.
Holyoke Vocational, Sept., 1914; Matthew S. Herbert.
Diman (Fall River), May, 1916; Frederick H. Rundall.
Independent Industrial Shoemaking School of the City of Lynn, Aug., 1918; Michael J. Tracey.
Chicopee Vocational, Sept., 1921; John H. Sullivan.
Weymouth Industrial, Feb., 1924; Francis Whipple.
Vineyard Haven Carpentry School (Tisbury), Sept., 1925; Henry A. Ritter.
Beverly Trade, Nov., 1926; Edgar A. Winters.
Haverhill Trade, Nov., 1926; Albert L. Barbour.
Everett Trade, Sept., 1927; James T. Gearon.
Pittsfield Vocational, May, 1928; John F. Moran.
Waltham Day Vocational, Sept., 1928; Harold L. Pride.
Brighton Industrial, Feb., 1929; Alexander MacGilvray.
Charlestown Industrial, Feb., 1929; Maurice J. Moriarty.
Dorchester Industrial, Feb., 1929; Arlon O. Bacon.
East Boston Industrial, Feb., 1929; Walter Naylor.
Hyde Park Industrial, Feb., 1929; James T. Clarke.
South Boston Industrial, Jan., 1929; Thomas A. Roche.
Memorial High (Roxbury) Industrial, Sept., 1929; Patrick J. Smith.

Group II. Three day industrial schools (girls)

Trade School for Girls (Boston), Sept., 1909; Esther L. McNellis.
David Hale Fanning Trade School for Girls (Worcester), Sept., 1911; Elizabeth W. Burbank.
Gloucester Day Industrial, Feb., 1929; Ernest W. Fellows.

Group III. Nineteen evening industrial schools (men)

Cambridge, Oct., 1907; Martin F. O'Connor.
New Bedford Evening Vocational, Nov., 1907; William R. Mackintosh.
Lawrence, Mar., 1908; Francis X. Hogan.
Boston Trade School, Evening Classes, Oct., 1908; Chester B. Hammond (Acting).
Chicopee, Oct., 1908; John H. Sullivan.
Newton Evening Vocational, Feb., 1909; Michael W. Murray.
Worcester Boys' Evening Trade, Feb., 1910; Albert J. Jameson.
Lowell Evening Vocational, Sept., 1911; Thomas F. Fisher.
Everett, Oct., 1911; J. Henry Clagg.
Holyoke Evening Vocational, Oct., 1911; Matthew S. Herbert.
Quincy, Oct., 1911; James N. Muir.
Fall River, Jan., 1914; Hector L. Belisle.
Waltham, Dec., 1915; Harold L. Pride.
Springfield Evening Trade, Feb., 1916; George A. Burridge.
Beverly, Nov., 1916; Edgar A. Winters.
Southbridge, Sept., 1919; James Forbes.
Brookline, Jan., 1920; Oscar C. Gallagher.
Lynn Evening Industrial Shoemaking, Jan., 1927; Michael J. Tracey.
Westfield, Oct., 1929; Chester C. Derby.

Group IV. Evening industrial schools (women)

Not conducted 1928–29.

Group V. Twenty-four day homemaking schools

New Bedford Household Arts, Nov., 1907; William R. Mackintosh.
Smith's Household Arts (Northampton), Oct., 1908; Herbert N. Loomis.
Newton Vocational, Feb., 1909; Jeannie B. Kenrick.
Lowell Vocational, Sept., 1911; Thomas F. Fisher.
Essex County School of Homemaking (Hathorne), Sept., 1914; Fred A. Smith.
Quincy School of Homemaking, June, 1916; Ruth S. Cowles.
Fall River Household Arts, Nov., 1919; Hector L. Belisle.
Boston Household Arts, Feb., 1920; Herbert S. Weaver.
Somerville Household Arts, Nov., 1920; Mary H. Brown.
Everett Household Arts, Mar., 1921; Fairfield Whitney.
Scituate Household Arts, Sept., 1921; Harold C. Wingate.
Hadley Household Arts, Apr., 1922; James P. Reed.
Hatfield Household Arts, Sept., 1922; Richard O. Burrill.
Pittsfield Household Arts, Sept., 1922; John F. Gannon.
Weymouth Household Arts, Feb., 1924; Frederick W. Hilton.
Westport Household Arts, Mar., 1924; Norman L. Gifford.
Haverhill Household Arts, Sept., 1924; Albert L. Barbour.
Falmouth Household Arts, Apr., 1925; Blynn E. Davis.
Belchertown Household Arts, Mar., 1925; Herman C. Knight.
Amesbury Household Arts, Sept., 1925; Ralph R. Barr.
Shelburne Falls Household Arts, Sept., 1928; Frank P. Davidson.
Bourne Household Arts, Sept., 1928; James F. Peebles.
Holyoke Household Arts, Sept., 1928; Howard Conant.
Hanover Household Arts, Oct., 1929; Raymond C. Wass.

Group VI. Thirty-five evening practical art schools

New Bedford, Nov., 1907; William R. Mackintosh.
Lawrence, Mar., 1908; Francis X. Hogan.
Newton, Feb., 1909; Michael W. Murray.
Lowell, Sept., 1911; Thomas F. Fisher.
Worcester (Independent Board), Sept., 1911; Elizabeth W. Burbank.
Everett, Oct., 1911; J. Henry Clagg.
Holyoke, Oct., 1911; William R. Peck.
Quincy, Oct., 1911; James N. Muir.
Somerville, Oct., 1911; Mary H. Brown.
Boston, Oct., 1912; Joseph F. Gould.

Cambridge, Oct., 1912; Martin F. O'Connor.
Methuen, Oct., 1912; Lewis H. Conant.
Wakefield, Oct., 1912; Willard B. Atwell.
Fall River, Jan., 1914; Hector L. Belisle.
Gloucester, Jan., 1916; Ralph P. Ireland.
Leominster, Feb., 1916; William H. Perry.
Essex County (Hathorne), July, 1918; Fred A. Smith.
Taunton, Sept., 1918; Wendell A. Mowry.
Beverly, Sept., 1919; Wilhelmina Patterson.
Waltham, Nov., 1919; William H. Slayton.
Brookline, Jan., 1920; Oscar C. Gallagher.
Worcester (School Committee), Jan., 1920; Catharine A. McHugh.
Lynn, Feb., 1920; Ervin W. Engler.
Gardner, June, 1920; Fordyce T. Reynolds.
Webster, Sept., 1921; James A. Lobban.
Needham, Oct., 1921; John C. Davis.
Chicopee, Nov., 1921; John J. Desmond, Jr.
Chelsea, Dec., 1921; Fred A. Pitcher.
Norwood, Dec., 1921; Edmund C. Eastwood.
Medford, Oct., 1922; Stanley C. Battles.
North Attleborough, Oct., 1924; George W. Morris.
Salem, Nov., 1926; Nicholas T. McNeil.
Somerset, Sept., 1928; H. Freeman Bates.
Weymouth, Oct., 1928; Frederick W. Hilton.
Rockport, Apr., 1929; William F. Eldredge.

Group VII. Fifty-two part-time (co-operative and compulsory continuation) schools

Co-operative schools:
- Beverly Co-operative Trade, Aug., 1909; Edgar A. Winters.
- Boston:
  - Charlestown, Sept., 1919; Maurice J. Moriarty.
  - Hyde Park, Sept., 1919; James C. Clarke.
  - Dorchester, Sept., 1920; Arlon O. Bacon.
  - Brighton, Sept., 1922; Alexander MacGilvray.
  - East Boston, June, 1925; Walter Naylor.
  - South Boston Jan., 1929; Thomas A. Roche.
  - Memorial High (Roxbury), Sept., 1929; Patrick J. Smith.
- Cole Trade, Southbridge, Sept., 1919; James Forbes.
- Weymouth, May, 1927; Frederick W. Hilton.

Compulsory Continuation schools:
- Boston, Sept., 1914; Paul V. Donovan.
- Adams, Sept., 1920; Ernest C. Simpson.
- Attleboro, Sept., 1920; Milton P. Dutton.
- Beverly, Sept., 1920; Leslie R. Jones.
- Braintree, Sept., 1920; C. Edward Fisher.
- Cambridge, Sept., 1920; James Dugan.
- Chelsea, Sept., 1920; Edward J. Hubner.
- Chicopee, Sept., 1920; John H. Sullivan.
- Clinton, Sept., 1920; Thomas F. Gibbons.
- Easthampton, Sept., 1920; Herbert D. Casey.
- Everett, Sept., 1920; James Gearon.
- Fall River, Sept., 1920; Charles E. Reed.
- Fitchburg, Sept., 1920; Watson Otis.
- Haverhill, Sept., 1920; Robert F. Coates.
- Holyoke, Sept., 1920; Edward J. Scanlon.
- Lawrence, Sept., 1920; Francis X. Hogan.
- Leominster, Sept., 1920; Rodney Poland.
- Lowell, Sept., 1920; Thomas A. Ginty.
- Lynn, Sept., 1920; Ralph W. Babb.
- Malden, Sept., 1920; Leroy M. Twichell.
- Marlborough, Sept., 1920; James T. O'Connor.

New Bedford, Sept., 1920; Edward T. N. Sadler.
North Adams, Sept., 1920; Justin Barrett.
Northampton, Sept., 1920; Percival Mott.
Northbridge, Sept., 1920; James S. Mullaney.
Pittsfield, Sept., 1920; John F. Moran.
Quincy, Sept., 1920; Harlan L. Harrington.
Salem, Sept., 1920; Agnes V. Cragen.
Somerville, Sept., 1920; Everett W. Ireland.
Southbridge, Sept., 1920; Emmanuel F. Vantura.
Springfield, Sept., 1920; Carroll W. Robinson.
Taunton, Sept., 1920; Frank L. Caton.
Waltham, Sept., 1920; William H. Slayton.
Ware, Sept., 1920; William R. Barry.
Watertown, Sept., 1920; Franklin P. Keating.
Webster, Sept., 1920; Stephen L. Sadler.
Westfield, Sept., 1920; Chester C. Derby.
Worcester, Sept., 1920; Thomas F. Power.
Gloucester, Sept., 1921; Ernest W. Fellows.
Milford, Sept., 1921; Almorin O. Caswell.
Andover, Sept., 1923; Carl Gahan.
Newton Voluntary Continuation School for Girls, Sept., 1927; Jessica Meserve.

Group VIII. Four agricultural schools

Smith's, Oct., 1908; Herbert N. Loomis.
Bristol County, Sept., 1913; George H. Gilbert.
Essex County, Oct., 1913; Fred A. Smith.
Norfolk County, Oct., 1916; Charles W. Kemp.
Weymouth Branch, Oct., 1916; Hilmer S. Nelson, instructor.

Group IX. Fourteen vocational agricultural departments with names of instructors (day) [1]

Hadley, Jan., 1912; Paul W. Brown.
Ashfield, Aug., 1913; Louis H. Black.
Reading, May, 1915; H. T. Wheeler.
Worcester, May, 1917; John E. Gifford.
Boston, Nov., 1918; Thomas P. Dooley.
New Salem, Sept., 1919; R. Arthur Lundgren.
Shelburne Falls, Mar., 1920; John G. Glavin.
West Springfield, Apr., 1920; John E. Miltimore.
Falmouth, Sept., 1920; Lewis B. Robinson.
Hatfield, Aug., 1921; Edward J. Burke.
Westport, Aug., 1925; Karl Erickson.
Hanover, Apr., 1927; Leon M. Orcutt.
Agawam, Aug., 1929; Louis H. Moseley.
Dartmouth, Sept., 1929; Frederick S. Armstrong.

Group X. Four vocational agricultural departments with names of instructors (evenings) [1]

Haverhill, Aug., 1918; Ernest A. Howard.
New Salem, Oct., 1923; R. Arthur Lundgren.
Essex County, Dec., 1926; A. W. Doolittle.
West Springfield, Oct., 1927; John E. Miltimore.

[1] The superintendent of schools usually serves as director.

TABLE NO. 3. — *Summarized financial statement — all types of schools: by cities, towns, and counties*

School Year ending August 31, 1929

Key to types of schools:

I. Day Industrial Schools (Boys).
II. Day Industrial Schools (Girls).
III. Evening Industrial Schools (Men).
IV. Evening Industrial Schools (Women).
V. Homemaking Schools (Day).
VI. Evening Practical Art Classes.
VII. Part-time Co-operative, Compulsory Continuation and Apprenticeship Schools.
VIII. Agricultural Schools.
IX. Agricultural Departments (Day).
X. Agricultural Departments (Evening).

CITIES, TOWNS, AND COUNTIES	Grand Total, All Expenditures (**f, i**) (line **25**, page **4**, Annual Returns)	Total Construction (item **g**) (page **4**, Annual Returns)	Total Equipment (item **h**) (page **4**, Annual Returns)	Total Maintenance (**a-e**) (item **f**, page **3**, Annual Returns)	Total Gross Maintenance cost (includes cost to places paying tuition) (column **5** of this table plus items on tuition affidavits)	Total Maintenance income derived from sources other than local taxation: in schools, (line **9**, page **4**, Annual Returns); in agricultural departments, three-fourths, one-half, or all of tuition claims paid (column **10** of this table) plus one-half income from Smith-Hughes Fund (column **7A** this table)	Tuition Claims, paid or unpaid, Non-Residents and State Wards (lines **10** and **10A**, page **4**, Annual Returns)	Smith-Hughes (line **12A**, page **4**, Annual Returns)	Other Items (line **11**, page **4**, Annual Returns)
1	2	3	4	5	5A	6	7	7A	7B
Agawam IX	$200 00	—	—	$200 00	$200 00	—	—	—	—
Adams VIIb	8,694 87	—	$133 15	8,561 72	8,575 76	$786 94	$67 20	$586 74	—
Amesbury V	4,157 93	—	—	4,157 93	4,157 93	879 31	242 30	284 21	$350 00
Andover VIIb	2,079 21	—	—	2,079 21	2,095 33	370 36	176 00	149 01	—
Ashfield IX	2,415 38	—	—	2,415 38	2,415 38	692 97	537 49	155 48	—
Attleboro VIIb	9,779 99	—	26 24	9,753 75	9,753 75	960 45	138 88	810 26	11 31
Belchertown V	2,116 07	—	—	2,116 07	2,116 07	877 75	652 75	225 00	—
Beverly I, III, VI, VIIa–2, VIIb	46,126 16	$82 62	2,337 82	43,705 72	43,819 08	16,142 85	7,328 78	2,398 03	—
Boston I[1], II, III, V, VI, VIIa–1, VIIb, VIIc, IX	886,876 02	6,829 94	21,389 56	858,656 52	861,414 90	181,522 70	79,359 19	54,147 35	16,079 08
Bourne V	2,229 14	58 62	202 20	2,038 32	2,038 32	44 77	39 27	—	—
Braintree VIIb	4,341 91	—	—	4,341 91	4,391 51	587 01	446 40	—	—
Bristol County VIII	100,517 56	—	194 08	100,323 48	100,323 48	53,611 08	1,228 00	1,745 63	12,994 06
Brockton VI, VIIb	16,175 98	—	487 05	15,688 93	15,826 57	1,831 54	210 28	1,155 68	75 00
Brookline III, VI	4,867 27	182 89	308 68	4,375 70	4,419 50	267 19	—	267 19	—
Cambridge III, VI, VIIb	35,632 90	—	—	35,632 90	40,241 60	5,873 07	3,194 54	2,545 94	—
Chelsea VI, VIIb	5,386 01	—	29 59	5,356 42	6,460 58	1,072 91	614 65	433 46	—
Chicopee I, III, VI, VIIb	47,400 77	—	392 81	47,007 96	52,405 54	5,576 22	253 27	2,932 87	59 00

Clinton VIIb	8,213 35	69 60	108 80	8,034 95	8,079 59	736 54	81 84	596 05	—
Easthampton VIIb	5,347 09	—	3 00	5,344 09	5,547 93	435 67	62 40	324 97	—
Essex County V, VI, VIII, X	167,997 25	4,568 27	1,442 22	161,986 76	161,986 76	42,075 18	1,387 68	5,394 62	8,347 33
Everett I, III, V, VI, VIIb	41,051 33	—	4,335 78	36,715 55	40,563 23	8,388 99	1,671 19	3,240 02	2,069 00
Fall River I, III, V, VI, VIIb	133,062 56	3,669 13	452 79	128,940 64	128,945 64	14,172 47	1,782 40	10,739 04	340 08
Falmouth V, IX	5,635 91	—	—	5,635 91	5,635 91	460 71	—	460 71	—
Fitchburg VIIb	13,769 31	—	812 74	12,956 57	13,810 85	1,603 31	75 64	1,303 87	—
Gardner VI	74 20	—	—	74 20	74 20	23 68	—	23 68	—
Gloucester II, VI, VIIb	9,260 26	—	—	9,260 26	9,386 65	1,536 78	198 94	572 01	302 00
Hadley V, IX	5,470 78	—	—	5,470 78	5,470 78	459 64	—	375 52	—
Hanover IX	1,239 47	—	12 73	1,226 74	1,226 74	148 41	—	148 41	—
Hatfield V, IX	5,554 11	—	25 00	5,529 11	5,529 11	434 44	—	434 44	—
Haverhill I, V, VI, VIIb, X	42,371 39	—	1,573 58	40,797 81	40,972 81	3,862 69	462 26	2,540 46	5 00
Holyoke I, III, V, VI, VIIb	84,847 87	4,047 87	786 90	80,013 10	80,150 30	14,251 70	6,524 04	5,521 42	—
Lawrence III, VI, VIIb	70,863 48	259 72	1,029 44	69,574 32	69,851 46	8,581 50	2,785 16	5,235 33	28
Leominster VI, VIIb	12,655 71	669 63	—	11,986 08	12,023 28	1,975 10	994 68	877 86	—
Lowell I, III, V, VI, VIIb	125,916 84	—	5 67	125,911 17	126,535 81	32,511 01	19,892 58	10,763 80	—
Ludlow VIIb	2,537 95	—	—	2,537 95	2,876 47	91 91	85 56	—	—
Lynn I, III, VI, VIIb	69,930 64	638 62	5,845 33	63,446 69	63,717 59	26,120 97	6,018 51	2,819 12	1,904 05
Malden VIIb	5,625 52	—	7 85	5,617 67	6,851 99	947 79	498 48	428 41	—
Marlborough VIIb	5,790 31	—	9 87	5,780 44	5,780 44	526 65	23 12	485 28	—
Medford VI	1,498 33	—	83 50	1,414 83	1,414 83	118 42	—	118 42	—
Methuen VI	974 45	—	—	974 45	1,011 25	174 74	—	94 74	—
Milford VIIb	3,487 28	—	20 00	3,467 28	3,467 28	266 75	17 92	232 83	—
Natick VI	427 08	—	42 08	385 00	385 00	35 53	—	35 53	—
Needham VI	406 00	—	—	406 00	406 00	35 53	—	35 53	—
New Bedford I, III, V, VI, VIIb	244,895 29	11,052 10	4,869 89	228,973 30	228,973 30	50,029 20	24,993 60	17,692 86	654 02
New Salem IX, X	2,613 00	—	—	2,613 00	2,613 00	1,410 64	1,212 75	197 89	—
Newton I, III, V, VI, VIIb	75,294 95	129 81	433 77	74,731 37	75,122 69	11,946 32	5,341 07	6,173 48	152 17
Norfolk County VIII	104,747 88	4,317 61	3,015 38	97,414 89	97,414 89	29,206 99	1,216 67	2,685 59	12,112 48
North Adams VIIb	5,763 47	—	—	5,763 47	5,763 47	511 21	85 32	372 54	—
North Attleborough VI	558 57	—	8 75	549 82	549 82	47 37	—	47 37	—
Northampton I, V, VIIb, VIII	71,155 27	1,552 68	1,383 19	68,219 40	68,239 80	29,125 31	11,822 59	4,059 08	1,630 18
Northbridge VIIb	6,525 33	—	9 08	6,516 25	6,516 25	1,006 96	466 24	409 78	—
Norwood VI	777 74	—	—	777 74	777 74	143 61	84 40	59 21	—
Pittsfield I, V, VIIb	22,479 56	—	392 00	22,087 56	22,105 16	2,227 70	628 28	1,458 07	—
Quincy I, III, V, VI, VIIb	80,718 24	35 00	1,449 82	79,233 42	79,635 98	15,516 59	6,359 16	5,626 57	714 44
Reading IX	2,789 10	—	—	2,789 10	2,789 10	924 92	748 24	176 68	—
Rockport VI	100 00	—	—	100 00	208 18	—	—	—	—
Salem VI, VIIb	15,422 98	22 00	726 82	14,674 16	15,064 52	1,385 91	258 68	1,091 27	—
Scituate V	3,124 88	—	3 60	3,121 28	3,121 28	213 16	—	213 16	—
Shelburne V, IX	7,064 18	—	246 04	6,818 14	6,818 14	3,971 65	3,575 50	396 15	—
Somerset VI	440 56	—	—	440 56	440 56	32 90	32 90	—	—
Somerville I, V, VI, VIIb	54,253 06	—	822 18	53,430 88	58,887 50	21,454 05	14,861 01	4,226 49	272 00
Southbridge III, VIIa–2, VIIb	34,604 07	9 82	498 90	34,095 35	34,095 35	4,934 76	2,144 72	2,403 27	—
Springfield I, III, VIIb	155,219 06	586 82	3,880 52	150,751 72	150,839 76	60,758 02	31,853 71	10,074 17	13,372 53
Taunton VI, VIIb	16,505 92	—	157 12	16,348 80	16,348 80	1,519 23	49 60	1,222 46	—

[1] Includes financial statistics for Group VIIc. These statistics are not kept separately.

TABLE No. 3. — *Summarized financial statement — all types of schools: by cities, towns, and counties* — Continued

1	2	3	4	5	5A	6	7	7A	7B
Tisbury I	$2,663 29	—	$35 07	$2,628 22	$2,628 22	$455 81	$220 00	$222 56	—
Wakefield VI	1,581 89	—	—	1,581 89	1,581 89	154 26	24 00	130 26	—
Waltham III, VI, VIIb	38,857 76	$59 58	9,719 19	29,078 99	30,992 77	2,142 90	778 71	925 54	—
Ware VIIb	3,862 25	—	9 40	3,852 85	3,874 45	291 02	3 04	270 08	—
Watertown VIIb	2,462 17	—	14 97	2,447 20	2,984 72	664 97	525 28	139 69	—
Webster VI, VIIb	12,052 53	—	419 61	11,632 92	11,733 36	2,785 27	1,563 60	968 46	$61 01
Westfield I, VIIb	34,380 75	1,287 56	2,502 10	30,591 09	30,919 22	3,411 43	166 03	2,293 50	43 10
West Springfield IX, X	3,127 84	—	87 50	3,040 34	3,040 34	212 91	29 16	183 75	—
Westport V, IX	4,790 78	—	7 45	4,783 33	4,783 33	337 90	—	337 90	—
Weymouth I, V, VI, VIIa	34,238 06	—	1,558 64	32,679 42	33,049 92	4,093 50	1,219 41	2,134 50	—
Worcester I, II, III, VI, VIIb	479,237 53	7,450 87	26,152 44	445,634 22	445,644 14	138,358 59	77,383 77	27,347 85	8,102 53
Cost to places paying tuition in but not maintaining these types of schools	—	—	—	—	288,720 69 [1]	—	—	—	—
Total, all schools	$3,525,383 60	$47,580 76	$100,501 89	$3,377,300 95	$3,698,635 54	$820,349 19	$324,698 64	$214,179 00	$79,650 65
Tuition paid for non-residents	324,293 49	—	—	—	—	—	—	—	—
State office administration	33,398 81	—	260 69	—	—	—	—	—	—
Transportation	15,686 16	—	—	—	—	—	—	—	—
Grand total, State and municipalities	$3,898,762 06	$47,580 76	$100,762 58	$3,377,300 95	$3,698,635 54	$820,349 19	$324,698 64	$214,179 00	$79,650 65

[1] Includes $405.15 for resident State wards, — $473.52 for non-resident State wards.

TABLE No. 3. — *Summarized financial statement — all types of schools: by cities, towns, and counties* — Continued

CITIES, TOWNS, AND COUNTIES	Gifts (line **12**, page **4**, Annual Returns)	Net Maintenance Sum, (item **j** A. R.: in schools column **5** minus column **6**, this table; in agricultural departments sums of lines **32** and **33**, page **4**, A. R. less portion of line **10** which is to be reimbursed to place of residence and one-half of lines **10A** and **12A**, page **4**, Annual Returns)	REIMBURSEMENT			PRODUCTIVITY				Student Hours (column **45**, Table **6**)
			Net Maintenance Reimbursement (item **k** A. R.: in schools one-half of column **8** this table; in agricultural departments two-thirds of lines **32** and **33**, page **3**, A. R. less that portion of line **10** which is to be reimbursed to place of residence and one-half of lines **10A** and **12A**, page **4**, Annual Returns)	Tuition (one-half, three-fourths, or all of column **7** of this table), (exclusive of tuition for resident State Wards)	Total Reimbursement (cost to the State) (sums of columns **9** and **10**)	Cash received from Work and Products (line **13**, page **4**, Annual Returns)	Equivalents (line **13A**, page **4**, Annual Returns)	Actual Credits (line **14**, page **4**, Annual Returns)	Total tangible productivity (includes Cash, Credit, etc.) (column **17**, pages **6**, **8**, **10**, **12**, and column **19**, page **14**, Annual Returns)	
1	**7C**	**8**	**9**	**10**	**11**	**12**	**12A**	**13**	**14**	**15**
Agawam IX	—	$200 00	$133 33	—	$133 33	—	—	—	—	—
Adams VIIb	—	7,774 78	3,887 39	$33 60	3,920 99	$133 00	—	—	$2,453 15	28,168
Amesbury V	—	3,278 62	1,639 31	121 15	1,760 46	2 80	—	—	288 00	19,848
Andover VIIb	—	1,708 85	854 43	88 00	942 43	45 35	—	—	683 21	6,112
Ashfield IX	—	1,831 45	1,131 17	391 66	1,522 83	—	—	—	9,738 39	25,117
Attleboro VIIb	—	8,793 30	4,396 65	69 44	4,466 09	—	—	—	981 30	21,076
Belchertown V	—	1,238 32	619 16	326 37	945 53	—	—	—	806 50	11,980
Beverly I, III, VI, VIIa-2, VIIb	—	27,562 87	13,781 44	3,664 39	17,445 83	4,131 14	$112 78	$2,172 12	25,267 78	330,767
Boston I[1], II, III, V, VI, VIIa-1, VIIb, VIIc, IX	—	673,746 36	338,377 76	39,823 42	378,201 18	31,937 08	—	—	315,683 82	3,977,335
Bourne V	—	1,993 55	996 78	19 64	1,016 42	5 50	—	—	248 82	10,073
Braintree VIIb	—	3,754 90	1,877 45	223 20	2,100 65	140 61	—	—	443 20	6,456
Bristol County VIII	—	46,712 40	23,356 20	614 00	23,970 20	37,643 39	—	—	93,004 26	141,875
Brockton VI, VIIb	—	13,857 39	6,928 70	105 14	7,033 84	379 68	—	10 90	4,928 14	34,186
Brookline III, VI	—	4,108 51	2,054 25	—	2,054 25	—	—	—	4,027 29	6,832
Cambridge III, VI, VIIb	—	29,758 93	14,879 47	1,597 27	16,476 74	133 49	—	—	6,235 29	65,326
Chelsea VI, VIIb	—	4,283 51	2,141 75	307 32	2,449 07	24 80	—	—	1,152 53	23,060
Chicopee I, III, VI, VIIb	—	41,431 74	20,715 87	126 64	20,842 51	415 92	10 00	1,905 16	10,520 93	206,417

[1] Includes financial statistics for Group VIIc. These statistics are not kept separately.

TABLE No. 3. — *Summarized financial statement — all types of schools: by cities, towns, and counties* — Concluded

1	7C	8	9	10	11	12	12A	13	14	15
Clinton VIIb	—	$7,298 41	$3,649 20	$40 92	$3,690 12	$58 65	—	—	$1,256 05	14,892
Easthampton VIIb	—	4,908 42	2,454 21	31 20	2,485 41	48 30	—	—	1,288 56	16,114
Essex County V, VI, VIII, X	—	119,911 58	59,955 79	693 84	60,649 63	26,945 55	—	—	141,898 39	524,338
Everett I, III, V, VI, VIIb	—	28,326 56	14,163 28	835 59	14,998 87	731 84	—	$676 94	12,156 85	191,852
Fall River I, III, V, VI, VIIb	—	114,768 17	57,384 08	891 20	58,275 28	1,310 95	—	—	26,640 75	414,532
Falmouth V, IX	—	5,261 71	3,074 52	—	3,074 52	—	—	—	12,041 69	41,607
Fitchburg VIIb	—	11,353 26	5,676 63	37 82	5,714 45	223 80	—	—	1,909 53	36,074
Gardner VI	—	50 52	25 26	—	25 26	—	—	—	144 00	575
Gloucester II, VI, VIIb	—	7,723 48	3,861 74	99 47	3,961 21	463 83	—	—	18,200 66	37,099
Hadley V, IX	—	4,757 41	2,795 90	—	2,795 90	84 12	—	—	7,925 29	42,761
Hanover IX	—	1,047 80	673 80	—	673 80	—	—	—	1,282 92	10,533
Hatfield V, IX	—	4,690 99	2,777 83	—	2,777 83	—	—	—	6,026 91	17,838
Haverhill I, V, VI, VIIb, X	—	36,674 57	18,537 28	231 13	18,768 41	653 92	—	201 05	21,436 68	173,770
Holyoke I, III, V, VI, VIIb	—	65,761 40	32,880 70	3,262 02	36,142 72	930 08	—	1,276 16	33,009 87	278,934
Lawrence III, VI, VIIb	—	60,992 82	30,496 42	1,392 58	31,889 00	560 73	—	—	17,423 66	116,240
Leominster VI, VIIb	—	10,010 98	5,005 49	497 34	5,502 83	102 56	—	—	3,598 92	39,788
Lowell I, III, V, VI, VIIb	—	92,400 16	46,700 08	9,946 29	56,646 37	1,790 81	$63 82	—	50,761 49	470,353
Ludlow VIIb	—	2,446 04	1,223 02	42 78	1,265 80	6 35	—	—	417 55	9,600
Lynn I, III, VI, VIIb	—	37,325 72	18,662 87	3,009 16	21,672 03	15,379 49	—	—	37,432 47	133,957
Malden VIIb	—	4,669 88	2,334 94	249 24	2,584 18	20 90	—	—	464 07	10,888
Marlborough VIIb	—	5,253 79	2,626 90	11 56	2,638 46	18 25	—	—	4,326 05	26,620
Medford VI	—	1,296 41	648 21	—	648 21	—	—	—	3,617 45	7,400
Methuen VI	$80 00	799 71	399 86	—	399 86	—	—	—	4,001 14	5,151
Milford VIIb	—	3,200 53	1,600 27	8 96	1,609 23	16 00	—	—	867 54	12,846
Natick VI	—	349 47	174 73	—	174 73	—	—	—	659 98	3,081
Needham VI	—	370 47	185 24	—	185 24	—	—	—	1,807 30	1,200
New Bedford I, III, V, VI, VIIb	—	178,944 10	89,472 05	12,496 80	101,968 85	6,688 72	—	—	86,002 68	825,004
New Salem IX, X	—	1,722 74	880 62	820 19	1,700 81	—	—	—	11,478 86	23,205
Newton I, III, V, VI, VIIb	—	62,785 05	31,392 53	2,670 54	34,063 07	279 60	—	—	10,846 90	324,363
Norfolk County VIII	—	68,207 90	34,103 95	608 33	34,712 28	11,953 41	—	1,238 84	63,504 25	194,512
North Adams VIIb	—	5,252 26	2,626 13	42 66	2,668 79	53 35	—	—	494 42	17,076
North Attleborough VI	—	502 45	251 23	—	251 23	—	—	—	863 29	3,160
Northampton I, V, VIIb, VIII	1,000 00	39,094 09	19,586 11	5,950 36	25,536 47	9,515 10	755 85	342 51	23,791 93	202,148
Northbridge VIIb	—	5,509 29	2,754 65	233 12	2,987 77	130 94	—	—	1,054 25	14,052
Norwood VI	—	634 13	317 07	42 20	359 27	—	—	—	864 17	2,894
Pittsfield I, V, VIIb	—	19,859 86	9,929 93	314 14	10,244 07	101 35	40 00	—	8,505 94	95,914
Quincy I, III, V, VI, VIIb	—	63,716 83	31,858 42	3,179 58	35,038 00	2,668 77	2 00	145 65	51,933 45	360,692
Reading IX	—	2,267 50	1,357 52	374 12	1,731 64	—	—	—	6,934 05	28,540
Rockport VI	—	100 00	50 00	—	50 00	—	—	—	279 50	508
Salem VI, VIIb	—	13,288 25	6,644 12	129 34	6,773 46	35 96	—	—	4,964 44	59,478
Scituate V	—	2,908 12	1,454 06	—	1,454 06	—	—	—	426 20	7,701
Shelburne V, IX	—	4,025 97	2,061 55	1,995 75	4,057 30	—	—	—	20,052 94	36,296
Somerset VI	—	407 66	203 83	16 45	220 28	—	—	—	955 75	1,802
Somerville I, V, VI, VIIb	—	31,976 83	16,140 98	7,277 93	23,418 91	2,043 15	51 40	—	12,552 40	239,868
Southbridge III, VIIa–2, VIIb	257 76	29,160 59	14,580 30	1,072 36	15,652 66	43 01	—	86 00	12,889 82	200,676
Springfield I, III, VIIb	552 00	89,993 70	44,996 85	15,926 86	60,923 71	3,286 48	—	1,619 13	40,625 26	706,336
Taunton VI, VIIb	—	14,829 57	7,414 78	24 80	7,439 58	247 17	—	—	2,977 69	43,782

Tisbury I	—	2,172 41	1,086 21	110 00	1,196 21	13 25	—	—	4,007 20	9,919
Wakefield VI	—	1,427 63	713 82	12 00	725 82	—	—	—	3,550 00	7,593
Waltham I, III, VI, VIIb	—	26,936 09	13,468 04	389 35	13,857 39	438 65	—	—	27,581 73	105,192
Ware VIIb	—	3,561 83	1,780 92	1 52	1,782 44	17 90	—	—	654 49	10,096
Watertown VIIb	—	1,782 23	891 12	262 64	1,153 76	—	—	—	1,324 83	4,580
Webster VI, VIIb	—	8,847 65	4,423 83	781 80	5,205 63	192 20	—	—	6,138 92	37,542
Westfield I, VIIb	—	27,179 66	13,589 83	83 01	13,672 84	908 80	—	—	6,920 55	96,603
West Springfield IX, X	—	2,910 39	1,904 78	14 58	1,919 36	—	—	—	9,213 48	17,866
Westport V, IX	—	4,121 39	2,354 03	—	2,354 03	—	—	—	4,957 15	19,393
Weymouth I, V, VI, VIIa	—	28,585 92	14,292 96	609 70	14,902 66	739 59	—	—	23,759 37	164,834
Worcester I, II, III, VI, VIIb	—	308,053 17	155,043 63	38,820 01	193,863 64	18,421 47	68 00	7,034 97	101,805 79	1,997,551
Cost to places paying tuition in but not maintaining these types of schools	—	—	—	—	—	—	—	—	—	—
Total, all schools	$1,889 76	$2,554,451 00	$1,283,365 21 [1]	$163,052 48 [2]	$1,446,417 69	$182,117 76	$1,103 85	$16,709 43	$1,438,970 08	13,411,847
Tuition paid for non-residents	—	—	—	—	—	—	—	—	—	—
State office administration	—	—	—	—	—	—	—	—	—	—
Transportation	—	—	—	—	13,830 20	—	—	—	—	—
Grand total, State and municipalities	$1,889 76	$2,554,451 00	$1,283,365 21 [1]	$163,052 48 [2]	$1,460,247 89	$182,117 76	$1,103 85	$16,709 43	$1,438,970 08	13,411,847

[1] Includes $405.15 for resident State wards, — $473.52 for non-resident State wards.
[2] Does not include $810.30 for resident State wards paid by the Department of Public Welfare.

TABLE No. 5. — *Earnings of vocational agricultural pupils from projects and other supervised work during the periods covered by their school attendance*

A. School Year ending August, 1929

VOCATIONAL AGRICULTURAL SCHOOLS	Enrolment	Ownership projects	Other supervised agricultural work	Prizes won [1]	Totals
1	2	3	4	5	6
Schools					
Bristol County	122	$50,518 46	$31,945 88	$278 50	$82,742 84
Essex County	207	16,626 14	56,470 70	235 50	73,332 34
Norfolk County	127	12,668 25	30,255 53	40 50	42,964 28
Weymouth Branch	20	2,359 46	1,788 61	52 50	4,200 57
Northampton	22	2,948 99	645 10	146 85	3,740 94
Departments					
Ashfield	23	—274 58	7,086 43	40 95	6,852 80
Boston	73	11,967 29	12,196 69	377 40	24,541 38
Falmouth	19	1,783 12	6,051 90	140 50	7,975 52
Hadley	21	834 36	5,161 59	275 00	6,270 95
Hanover	10	178 80	672 45	16 50	867 75
Hatfield	16	81 08	4,375 80	191 50	4,648 38
New Salem	17	4,861 98	4,253 17	9 75	9,124 90
Reading	22	1,469 82	4,053 95	49 00	5,572 77
Shelburne Falls	43	4,949 95	7,792 60	23 00	12,765 55
Westport	17	1,545 58	1,957 83	—	3,503 41
West Springfield	16	2,792 37	3,708 71	65 25	6,566 33
Worcester	60	810 71	4,955 33	52 60	5,818 64
Totals	835	$116,121 78	$183,372 27	$1,995 30	$301,489 35

[1] Column 5 gives credit to the various schools and departments for prizes in valuable commodities, scholarships and cash won by pupils: Prizes included: 45 firsts; 32 seconds; 23 thirds; 9 fourths; 10 fifths; 2 sixths; 2 sevenths; 1 eighth; 4 specials; 4 medals; 9 cups; 2 trips; 405 ribbons; 2 scholarships; 6 rosettes; 5 subscriptions; 5 books; 1 certificate.

B. Previous School Years

TOTALS FOR	ENROLMENT			EARNINGS		GRAND TOTALS		
	Boys	Girls	Totals	Farm work [1]	Other work [2]	Cash	Credit	Total cash and credit
1	2	3	4	5	6	7	8	9
1912	66	4	70	$9,754 28	$1,345 80	—	—	$11,100 17
1913	86	3	89	15,399 90	2,582 61	—	—	17,982 15
1914	230	5	235	37,936 67	4,124 06	—	—	42,060 75
1915	413	5	418	51,279 89	4,974 86	$25,229 73	$31,025 02	56,254 75
1916	489	8	497	75,766 53	8,406 90	44,977 15	39,196 28	84,173 43
1917	511	7	518	111,500 87	8,808 16	63,751 26	56,557 77	120,309 03
1918	314	8	322	108,895 59	12,827 39	65,463 12	59,206 35	124,669 47
1919	305	1	306	106,465 93	12,236 43	64,651 15	54,051 15	118,702 36
1920	526	—	526	114,680 40	—	—	—	114,680 40
1921	643	—	643	120,788 07	—	—	—	120,788 07
1922	808	—	808	129,871 48	—	—	—	129,871 48
1923	840	—	840	161,183 47	—	—	—	161,183 47
1924	733	—	733	167,708 92	—	—	—	167,708 92
1925	670	—	670	187,539 91	—	—	—	187,539 91
1926	631	—	631	198,663 57	—	—	—	198,663 57
1927	709	—	709	251,221 10	—	—	—	251,221 10
1928	756	—	756	257,226 65	—	—	—	257,226 65

[1] The totals in this column include "Ownership projects" and "Other supervised farm work," thus the old and new tabulations may be compared as to volume of agricultural earnings.

[2] Earnings from "Other work" were reported during the years 1912 to 1919 as a check on the motives of pupils and a measure of their real interest in agriculture. Every year, with the "home project" methods dominant in instruction, agricultural interest has been evident and agricultural earnings so overwhelmingly predominant that returns on "Other work" have been discontinued since 1919.

TABLE No. 6. — *Vital statistics by types of schools and departments*

School Year ending August 31, 1929

Group I. Day industrial schools (boys)

COUNTIES, CITIES, TOWNS, AND DEPARTMENTS, 1928–29	Enrolment	Number of non-residents	DISTRIBUTION OF ENROLMENT BY MEMBERSHIP AND ATTENDANCE					Total number of different teachers employed	Student hours
			Membership at close of year	Average membership	Per cent of attendance	Number of graduates	Total withdrawals		
1	2	3	4	5	6	7	8	9	10
Beverly	125	10	74	110.8	95.3	33	59	12	156,298
Boston	786	129	536	647.6	90.1	57	428	47	932,560
Brighton	143	—	81	75.0	88.0	—	119	10	22,868
Charlestown	214	3	159	176.9	91.0	4	133	13	60,738
Dorchester	157	—	126	136.6	89.3	—	96	11	43,434
East Boston	131	—	75	108.1	99.4	—	86	8	36,293
Hyde Park	64	—	38	48.8	87.7	—	46	10	16,760
South Boston	41	—	31	35.3	92.3	—	34	5	13,959
Chicopee	186	1	83	119.4	90.0	20	121	10	153,065
Everett	61	5	39	48.9	90.0	—	27	5	63,642
Fall River	67	2	47	47.6	90.3	1	31	4	62,713
Haverhill	97	1	77	78.5	95.2	16	47	7	100,429
Holyoke	180	26	116	130.0	93.6	17	115	12	171,682
Lowell	268	101	121	165.0	93.0	13	196	16	201,245
Lynn	417	137	17	60.5	75.2	—	415	6	64,428
New Bedford	376	106	248	282.6	95.4	25	191	28	369,959
Newton	264	19	183	196.1	94.2	26	140	17	267,090
Northampton	133	72	93	106.7	93 9	15	73	10	141,268
Pittsfield	20	6	9	13.8	91.3	—	11	3	17,738
Quincy	251	31	154	192.6	92.7	28	163	14	218,103
Somerville	172	98	116	138.0	95.9	17	100	11	179,396
Springfield	614	206	341	445.7	93.4	71	364	28	572,890
Summer Session	166	65	136	149.7	94.1	—	30	11	31,472
Tisbury	8	2	8	8.0	89.7	2	5	4	9,919
Waltham	74	5	52	57.4	91.1	4	38	6	72,611
Westfield	80	1	64	74.9	97.0	9	30	8	80,591
Weymouth	90	6	71	75.5	91.7	8	33	10	97,132
Worcester	1,292	432	756	958.0	91.4	104	680	58	1,274,505
Summer Session	408	—	323	363.1	86.7	—	114	41	75,663
Total for type of school	6,884	1,464	4,174	5,051.1	91.6	470	2,290	425	5,508,451

Group II. Day industrial schools (girls)

Boston	795	249	387	499.1	89.8	140	527	48	411,015
Summer Session	201	81	191	182.8	93.0	—	12	15	46,476
Gloucester	32	1	—	7.8	94.6	22	32	3	4,967
Worcester	367	74	203	224.7	93.4	20	229	25	309,499
Total for type of school	1,395	405	781	914.4	92.7	182	800	91	771,957

Group III. Evening industrial schools (men)

Beverly	258	116	129	163.2	78.6	—	127	15	12,498
Boston	1,591	208	637	859.8	77.9	—	954	49	104,746
Brookline	17	—	4	8.1	82.7	—	13	3	748
Cambridge	450	20	189	259.2	70.7	20	260	19	15,356
Chicopee	149	—	78	87.0	81.6	—	71	7	7,984
Everett	75	18	44	51.1	77.1	2	31	6	6,234
Fall River	98	—	52	70.7	76.0	—	46	6	4,767
Holyoke	97	16	27	57.6	80.9	—	70	8	3,856
Lawrence	135	12	62	77.5	81.8	—	73	9	6,662
Lowell	180	14	91	124.0	75.4	—	89	8	9,636
Lynn	325	67	135	90.1	83.9	—	190	13	11,440
New Bedford	376	50	278	303.0	86.5	—	98	20	23,950
Newton	70	15	36	41.2	66.9	—	34	5	8,570
Quincy	211	22	60	111.9	81.5	—	153	10	7,958
Southbridge	90	—	55	70.2	75.6	—	35	8	7,027
Springfield	294	61	130	127.6	78.6	—	164	17	16,821
Waltham	63	2	17	31.8	74.0	—	46	3	2,875
Worcester	1,156	84	484	686.0	71.8	—	1,024	46	127,818
Total for type of school	5,635	705	2,508	3,220.0	77.8	22	3,478	252	378,946

TABLE No. 6. — *Vital statistics by types of schools and departments* — Continued

Group IV. Evening industrial schools (women)

(Classes not conducted this year)

Group V. Day homemaking schools

1	2	3	4	5	6	7	8	9	10
Amesbury	42	4	36	38.2	90.6	—	6	8	19,848
Belchertown	21	11	19	18.4	96.2	—	11	3	11,980
Boston	883	9	721	770.3	91.6	129	402	28	974,791
Bourne	20	2	19	18.5	92.4	—	10	4	10,073
Essex County	147	—	100	113.6	93.1	25	47	10	199,162
Everett	137	—	101	115.1	91.3	13	72	10	93,472
Fall River	29	—	22	25.3	91.3	11	23	12	34,562
Falmouth	26	—	18	23.1	93.0	5	15	4	19,105
Hadley	31	—	29	30.1	91.0	4	14	3	19,460
Hatfield	23	—	15	17.4	90.2	—	19	3	8,898
Haverhill	59	—	43	48.1	92.5	—	35	11	32,516
Holyoke	23	—	21	20.3	93.5	11	16	7	15,493
Lowell	141	28	87	105.3	89.6	25	104	13	134,101
New Bedford	172	30	92	103.3	96.7	13	115	13	159,125
Newton	65	6	48	50.8	91.7	5	38	11	39,381
Northampton	29	10	18	22.0	95.4	—	14	8	27,536
Pittsfield	59	—	45	44.1	93.1	8	26	5	44,216
Quincy	70	3	33	51.0	90.7	8	45	7	72,857
Scituate	18	—	15	14.4	95.1	—	13	3	7,701
Shelburne Falls	22	11	16	17.1	92.4	4	13	4	13,528
Somerville	79	—	56	61.0	90.8	7	69	9	35,056
Westport	13	—	8	9.7	87.6	—	12	3	6,288
Weymouth	65	—	50	54.9	91.4	7	31	7	37,197
Total for type of school	2,174	114	1,612	1,772.0	92.2	275	1,150	186	2,016,346

Group VI. Evening practical art schools (classes)

Beverly	156	—	—	101.6	85.8	—	—	3	7,015
Boston	2,062	—	—	1,393.0	78.9	—	—	68	124,102
Brockton	276	12	—	160.0	82.1	—	—	11	11,508
Brookline	118	—	—	66.2	77.4	—	—	8	6,084
Cambridge	297	—	—	183.9	69.9	—	—	13	8,882
Chelsea	63	—	—	59.0	69 0	—	—	2	4,484
Chicopee	370	—	—	334.0	86.2	—	—	9	12,846
Essex County	356	—	—	297.7	89.4	—	—	6	6,797
Everett	99	3	—	76.7	69.7	—	—	7	5,224
Fall River	808	1	—	603.8	91.0	—	—	44	45,884
Gardner	31	—	—	31.5	77.7	—	—	4	575
Gloucester	337	11	—	314.6	82.8	—	—	7	21,328
Haverhill	89	—	—	49.0	80.6	—	—	2	1,528
Holyoke	785	3	—	522.3	79.0	—	—	19	36,663
Lawrence	859	28	—	592.2	84.0	—	—	31	47,854
Leominster	107	—	—	87.7	87.2	—	—	3	5,376
Lowell	1,586	94	—	1,049.9	89.3	—	—	53	68,881
Lynn	271	13	—	213.3	80.5	18	—	11	18,565
Medford	111	10	—	88.6	79.2	—	—	5	7,400
Methuen	92	—	—	70.7	95.1	—	—	2	5,151
Natick	66	—	—	52.3	86.6	—	—	3	3,081
Needham	66	—	—	44.3	76.9	—	—	2	1,200
New Bedford	918	82	—	754.6	89.2	158	—	49	56,046
Newton	44	4	—	29.7	76.4	—	—	4	2,144
North Attleborough	49	—	—	39.5	68.0	—	—	4	3,160
Norwood	86	7	—	66.3	75.4	—	—	5	2,894
Quincy	951	51	—	773.0	81.0	—	—	18	53,778
Rockport	16	—	—	14.6	89.6	—	—	2	508
Salem	154	—	—	135.0	86.9	18	—	4	8,862
Somerset	25	3	—	24.8	95.8	—	—	2	1,802
Somerville	82	—	—	46.7	79.2	—	—	4	3,672
Taunton	127	—	—	66.9	86.1	—	—	5	10,478
Wakefield	129	3	—	104.2	93.0	—	—	6	7,593
Waltham	408	14	—	306.4	90.5	—	—	16	20,364
Webster	162	25	—	121.7	83.6	—	—	8	9,606
Weymouth	106	3	—	73.2	82.0	—	—	5	5,297
Worcester:									
1. Independent Board of Trustees	550	41	—	413.6	87.7	—	—	16	34,304
2. School Committee	378	—	—	321.6	88.2	—	—	8	18,648
Total for type of school	13,190	408	—	9,680.1	82.9	194	—	469	689,584

TABLE No. 6. — *Vital statistics by types of schools and departments* — Continued

Group VII. Part-time (a) co-operative; (b) compulsory continuation; and (c) apprenticeship schools

1	2	3	4	5	6	7	8	9	10
(a) Co-operative schools									
Beverly	115	82	73	71.5	95.9	12	58	5	150,960
Boston:									
Brighton	145	1	71	59.6	93.8	12	137	7	121,860
Charlestown	109	8	88	75.3	97.3	25	109	9	158,975
Dorchester	61	—	29	32.9	97.4	15	59	10	52,001
East Boston	78	2	61	48.0	97.7	9	53	9	90,364
Hyde Park	110	—	76	75.4	89.8	11	74	9	185,089
South Boston	20	—	15	9.8	95.0	—	12	5	11,719
Southbridge	161	20	109	109.6	96.5	10	53	8	178,473
Weymouth	28	—	21	25.0	93.3	—	9	5	25,208
Total for type of school	827	113	543	507.1	95.3	94	564	67	974,649
(b) Compulsory continuation schools									
Adams	298	4	200	183.8	96.0	120	22	6	28,168
Andover	60	12	35	41.0	94.1	13	23	2	6,112
Attleboro	198	8	109	156.7	85.5	56	68	6	21,076
Beverly	69	17	12	26.7	79.4	19	47	3	3,996
Boston	5,521	1,112	2,659	3,248.7	88.7	1,540	2,980	57	491,980
Braintree	87	30	39	43.4	98.0	42	45	3	6,456
Brockton	279	8	93	135.7	80.9	82	147	6	22,678
Cambridge	525	197	190	335.0	86.2	72	510	9	41,088
Chelsea	277	91	120	147.0	82.0	129	181	5	18,576
Chicopee	403	15	172	171.1	88.4	99	177	10	32,522
Clinton	209	5	103	116.3	83.0	99	27	5	14,892
Easthampton	212	9	112	112.8	93.5	79	30	3	16,114
Everett	267	32	141	158.2	74.1	42	161	5	23,280
Fall River	2,611	107	1,420	1,591.4	91.1	959	66	36	266,606
Fitchburg	366	5	201	210.4	80.5	124	116	6	36,074
Gloucester	129	4	87	57.2	79.6	46	34	3	10,804
Haverhill	370	15	143	41.5	77.8	104	141	6	39,297
Holyoke	486	106	214	271.5	94.9	162	174	6	51,240
Lawrence	712	104	246	381.8	81.9	186	393	14	61,724
Leominster	313	66	124	197.1	93.6	119	124	8	34,412
Lowell	679	31	321	369.9	94.2	197	241	10	56,490
Ludlow	142	10	85	68.9	95.3	43	51	2	9,600
Lynn	492	100	212	281.4	90.6	178	95	7	39,524
Malden	136	41	61	69.0	79.1	20	112	5	10,888
Marlborough	225	3	131	173.8	94.3	83	48	7	26,620
Milford	169	1	91	102.6	87.3	69	85	3	12,846
New Bedford	2,011	197	1,034	1,126.6	91.8	751	940	30	215,924
Newton	87	17	57	15.9	85.8	39	21	1	7,178
North Adams	208	7	106	119.5	95.1	61	50	6	17,076
Northampton	214	32	123	122.9	94.5	40	119	5	18,044
Northbridge	170	19	89	101.4	95.8	67	31	3	14,052
Pittsfield	467	2	268	224.8	87.0	174	93	6	33,960
Quincy	145	5	62	66.3	79.0	20	83	5	7,996
Salem	457	23	216	238.9	84.6	127	300	5	50,616
Somerville	237	57	102	165.8	87.2	73	133	5	21,744
Southbridge	167	3	72	105.4	97.9	88	10	7	15,176
Springfield	878	291	348	560.1	87.0	247	841	14	85,153
Taunton	374	5	208	228.4	93.8	—	215	7	33,304
Waltham	140	5	57	67.1	89.7	44	88	5	9,342
Ware	122	1	51	69.8	97.7	54	46	4	10,096
Watertown	66	38	44	34.8	97.4	20	43	3	4,580
Webster	316	65	154	194.4	96.4	109	26	6	27,936
Westfield	168	4	61	72.7	90.1	32	73	4	16,012
Worcester	1,289	59	564	735.0	82.8	407	564	16	118,861
Total for type of school	22,751	2,963	10,937	12,942.7	88.7	7,035	9,774	365	2,090,113
(c) Apprenticeship schools									
Boston	96	7	30	36.0	86.1	5	18	4	6,432
Total for type of school	96	7	30	36.0	86.1	5	18	4	6,432

TABLE No. 6. — *Vital statistics by types of schools and departments* — Continued

Group VIII. Agricultural schools

1	2	3	4	5	6	7	8	9	10
Bristol County	122	7	86	84.4	97.2	14	36	10	141,875
Essex County	207	8	144	160.9	94.2	21	63	24	318,379
Norfolk County	126	7	90	94.6	94.9	17	31	18	165,965
Weymouth Branch	20	—	18	18.6	93.1	1	7	—	28,547
Northampton	23	12	15	18.0	90.5	1	9	6	15,300
Total for type of school	498	34	353	376.5	93.9	54	146	58	670,066

Group IX. Agricultural departments (day)

Ashfield	23	5	15	15.5	97.4	7	9	3	25,117
Boston	73	—	34	66.8	99.5	—	39	4	71,173
Falmouth	19	1	15	15.7	95.5	1	4	3	22,502
Hadley	21	—	11	16.9	78.6	—	10	3	23,301
Hanover	10	—	7	7.9	94.9	1	3	3	10,533
Hatfield	16	—	15	15.0	93.3	—	1	4	8,940
New Salem	17	19	9	11.7	94.9	2	8	2	23,205
Reading	22	4	16	18.1	96.7	1	10	3	28,540
Shelburne Falls	43	27	35	35.5	95.7	6	8	4	22,768
Westport	17	—	12	12.2	94.2	5	12	2	13,105
West Springfield	16	1	13	12.1	96.7	4	8	3	17,866
Worcester	60	13[1]	37	37.9	92.0	4	27	4	38,253
Total for type of school	337	69	219	265.3	94.1	31	139	38	305,303

[1] Includes one non-resident from unit course work.

Group X. Agricultural departments (evening or short unit courses)

Essex County	70	—	—	—	—	—	—	5	—
Haverhill	26	—	—	—	—	—	—	2	—
New Salem	10	—	—	—	—	—	—	2	—
West Springfield	6	—	—	—	—	—	—	2	—
Total for type of school	112	—	—	—	—	—	—	11	—
Grand total for all types	53,899	6,282	21,157	39,322.2	89.9	8,362	18,359	1,966[1]	13,411,847

[1] Includes directors.

REHABILITATION

(These statistics are for the year ending Nov. 30, 1929)

I. Contacts

	Current month	Totals to date, 99 months
Contacts		
Total contacts	584	30,352
Interviews:		
Original	36	2,342
Subsequent	492	23,558
General	9	955
By correspondence only	47	3,497

TABLE No. 6. — *Vital statistics by types of schools and departments* — Continued

II. Cases

	Current month	Totals to date
Prospects		
Total prospects	59	5,040
Type of handicap:		
Industrial	41	3,252
Otherwise	18	1,788
Registrations		
Total registrations	27	1,789
Source of reference:		
Industrial Accident Board	6	335
Other public departments	10	401
Hospitals	6	225
Social agencies	2	170
Insurance companies	1	87
U. S. Comp. Commission	—	27
Self applications	2	512
Employers	—	32

III. Actions taken in Registrations

	Current month registrations	Previous registrations	Current month totals	Totals to date
Total registrations	27	138	165	1,789
Under advisement	16	96	112	112
Under supervision:				
Placed without training	2	1	3	363
Put in training	9	6	15	957
Placed after training	—	10	10	427
Closures	—	28	28	1,497

IV. Analysis of Training

	Current month registrations	Previous registrations	Current month totals	Totals to date
Total put in training	9	6	15	957
Educational institutions:				
Public:				
Day	5	1	6	270
Evening	—	2	2	103
Private:				
Day	—	—	—	117
Evening	1	1	2	76
Employment training	1	1	2	152
Tutors	1	—	1	33
Correspondence	1	1	2	197
Special training agency	—	—	—	9

V. Analysis of Closures

	Current month registrations	Previous registrations	Current month totals	Totals to date
Total closures	—	28	28	1,497
Rehabilitated:				
By placement	—	5	5	372
After school training	—	6	6	338
After employment training	—	3	3	118
Other closures:				
Not eligible	—	—	—	3
Not susceptible	—	2	2	121
Service rejected	—	3	3	304
Died	—	—	—	17
Other	—	9	9	224

TABLE No. 6. — *Vital statistics by types of schools and departments* — Concluded

VI. Summary

	Current month	Totals to date	Present condition of registrants
Contacts	584	30,352	—
Prospects	59	5,040	—
Registrations:			
Total	27	1,789	1,789
Under advisement only	112	—	112
Placed without training	3	363	12
Put in training	15	957	135
Placed after training	10	427	27
Closures	28	1,497	1,497

TABLE No. 7. — *Use of Federal Funds*

SMITH-HUGHES (VOCATIONAL)

A. Distribution to cities and towns (Federal fiscal year ending June 30, 1929)

NAME OF CITY, TOWN OR COUNTY IN WHICH SCHOOLS ARE LOCATED TO WHICH PAYMENT IS TO BE MADE	Salaries of teachers, supervisors, and directors of agricultural subjects	Salaries of teachers of trade, home economics, and industrial subjects
Adams	—	$586 74
Amesbury	—	284 21
Andover	—	149 01
Ashfield	$155 48	—
Attleboro	—	810 26
Belchertown	—	225 00
Beverly	—	2,398 03
Boston	614 86	53,532 49
Bristol County	1,745 63	—
Brockton	—	1,155 68
Brookline	—	267 19
Cambridge	—	2,545 94
Chelsea	—	433 46
Chicopee	—	2,932 87
Clinton	—	596 05
Easthampton	—	324 97
Essex County	3,653 81	1,740 81
Everett	—	3,240 02
Fall River	—	10,739 04
Falmouth	212 02	248 69
Fitchburg	—	1,303 87
Gardner	—	23 68
Gloucester	—	572 01
Hadley	197 89	177 63
Hanover	148 41	—
Hatfield	268 55	165 79
Haverhill	—	2,540 46
Holyoke	—	5,521 42
Lawrence	—	5,235 33
Leominster	—	877 86
Lowell	—	10,763 80
Lynn	—	2,819 12

TABLE No. 7. — *Use of Federal Funds* — Continued

SMITH-HUGHES (VOCATIONAL)

A. Distribution to cities and towns (Federal fiscal year ending June 30, 1929)

NAME OF CITY, TOWN OR COUNTY IN WHICH SCHOOLS ARE LOCATED TO WHICH PAYMENT IS TO BE MADE	Salaries of teachers, supervisors, and directors of agricultural subjects	Salaries of teachers of trade, home economics, and industrial subjects
Malden	—	$428 41
Marlborough	—	485 28
Medford	—	118 42
Methuen	—	94 74
Milford	—	232 83
Natick	—	35 53
Needham	—	35 53
New Bedford	—	17,692 86
New Salem	$197 89	—
Newton	—	6,173 48
Norfolk County	2,685 59	—
North Adams	—	372 54
Northampton	339 24	3,719 84
North Attleborough	—	47 37
Northbridge	—	409 78
Norwood	—	59 21
Pittsfield	—	1,458 07
Quincy	—	5,626 57
Reading	176 68	—
Salem	—	1,091 27
Scituate	—	213 16
Shelburne Falls	325 10	71 05
Somerville	—	4,226 49
Southbridge	—	2,403 27
Springfield	—	10,074 17
Taunton	—	1,222 46
Tisbury	—	222 56
Wakefield	—	130 26
Waltham	—	925 54
Ware	—	270 08
Watertown	—	139 69
Webster	—	968 46
Westfield	—	2,293 50
Westport	148 42	189 48
West Springfield	183 75	—
Weymouth	—	2,134 50
Worcester (School Committee)	742 07	3,343 06
Worcester (Independent Bd.)	—	23,262 72
Smith-Hughes Spec. (Towle Co.)	—	886 00
Totals	$11,795 39	$203,269 61

Grand total, $215,065 00

TABLE No. 7. — *Use of Federal Funds* — Continued

B. Expenditures for teacher-training (Federal fiscal year ending June 30, 1929)

	EXPENDITURES	
	Federal	State
Agriculture	$8,106 92	$8,323 94
Home economics	14,105 18	14,270 16
Trade and industry	11,880 35	12,061 79
Total expended (Federal and State moneys) $68,748 34	$34,092 45	$34,655 89
Expended for equipment	—	563 44
Expended for maintenance (shared equally, Federal and State) $68,184 90	$34,092 45	$34,092 45

Federal funds:	
Available	$36,593 95
Used	34,092 45
Balance	$2,501 50

FESS-KENYON (REHABILITATION), FEDERAL FISCAL YEAR ENDING JUNE 30, 1929

		EXPENDITURES	
		Federal	State
Non-reimbursement items:			
1. Equipment		—	$173 95
2. Maintenance		—	2,166 50
3. Artificial appliances		$1,428 63	—
Reimbursement items:			
1. Salaries	$15,496 66		
2. Travel	2,551 15		
3. Communication	203 07		
4. Printing	278 58		
5. Supplies	95 85		
6. Tuition	4,075 02		
7. Instructional supplies	593 70		
8. Miscellaneous	1,478 19	12,386 11	12,386 11
	$24,772 22		
Total expended (Federal and State moneys) $28,537 30		$13,814 74	$14,726 56
Expended for equipment		—	173 95
Expended for maintenance		—	2,166 53
Expended for artificial appliances		1,428.63 [1]	—
Expended for maintenance (shared equally, Federal and State) $24,772 22		$12,386 11	$12,386 11

[1] This amount was matched by a similar amount made available by gifts.

TABLE No. 7. — *Use of Federal Funds* — Concluded

Federal funds:	
Available	$36,593 94
Used	13,814 73
Balance	$22,779 21

TABLE No. 8. — *Statistics of teacher-training from Sept. 1, 1928, to Aug. 31, 1929*

(Roman numerals refer to divisions)

Group I. Agriculture

LOCATION OF CLASSES	T. T. Training class for prospective teachers P. I. Professional improvement for teachers in service	Number admitted to class	Number of different subjects taught (or intended) by those completing course	Number of sessions	Average attendance	Number of different municipalities represented by those in class	Number employed as teachers subject to the teacher-training requirement	Number securing employment as teachers after completing the course	Number not yet placed in teaching positions	Number completing the course	Number of persons not in service completing the course in 1928	Number placed in teaching positions since completing the course in 1928
1	2	3	4	5	6	7	8	9	10	11	12	13
Massachusetts Agricultural College, Amherst												
a. General methods	T. T.	49	—	55	44	—	—	—	—	—	—	—
b. Special methods	T. T.	9	—	66	9	—	—	—	—	—	—	—
c. Practice teaching	T. T.	6	—	40	6	—	—	—	—	—	—	—
Total net enrolment	—	50	6	—	—	35	—	6	6	12	16	10
Massachusetts Agricultural College, short course, July, 1929	T. T. P. I.	14	6	60	12	12	6	—	3	10	4	—
Norfolk County Agricultural School, Winter, 1928–1929	T. T. P. I.	5	4	12	4	2	3	—	—	4	—	—
Summer Conference, Walpole, 1929	P. I.	65	11	9	55	32	6	—	2	—	—	—

Group II. Trade and industry (men)

Boston I	T. T.	20	8	50	16	17	1	—	15	16	23	9
Boston II	T. T.	24	6	50	23	15	2	6	16	24	20	12
Boston III	T. T.	21	8	50	17	14	—	2	15	17	—	—
Boston IV	T. T.	15	12	15	13	11	15	—	—	15	1	1
Fitchburg I	T. T.	24	12	20	24	17	4	4	16	24	14	8
Lawrence I	T. T.	24	11	25	20	3	2	—	18	20	—	—
New Bedford I	T. T.	14	7	50	11	6	—	3	8	11	7	1
Springfield I	T. T.	12	7	50	11	6	—	1	11	12	14	2
Worcester I	T. T.	20	8	50	18	5	—	1	17	18	23	6
Totals	—	174	23	360	153	58	24	17	116	157	102	39
Gardner I	T. T.[1]	29	—	20[2]	—[2]	1	—	—	—	—[2]	—	—
Totals	—	29	—	20[2]	—[2]	1	—	—	—	—[2]	—	—
Boston I	P. I.	31	9	30	28	18	—[3]	—[3]	—[3]	29	—[3]	—[3]
Dorchester I	P. I.	9	3	10	8	8	—[3]	—[3]	—[3]	9	—[3]	—[3]
Fitchburg I	P. I.	108	15	5	105	41	—[3]	—[3]	—[3]	104	—[3]	—[3]
Worcester I	P. I.	24	10	15	22	1	—[3]	—[3]	—[3]	24	—[3]	—[3]
Totals	—	172	17	60	163	53	—[3]	—[3]	—[3]	166	—[3]	—[3]

[1] Training course for conference leaders.
[2] Not completed due to illness of instructor.
[3] Teaching in State-aided schools.

TABLE No. 8. — *Statistics of teacher-training from Sept. 1, 1928, to Aug. 31, 1929* — Continued

Group III. Day household arts and industrial (women) [1]

1	2	3	4	5	6	7	8	9	10	11	12	13
Fitchburg I . .	T. T. P. I.	37	5	10	36	27	13	2	—	25	6	3
Totals . .	—	37	5	10	36	27	13	2	—	25	6	3
Framingham Normal School:												
Resident courses .	—	—	—	—	—	—	—	—	—	—	—	—
Vocational household arts . .	—	—	—	—	—	—	—	—	—	—	—	—
Freshmen . .	T. T.	12	—	—[2]	—	10	—	—	—	—	—	—
Sophomores . .	T. T.	6	—	—[2]	—	6	—	—	—	—	—	—
Juniors . . .	T. T.	11	—	—[2]	—	8	—	—	—	—	—	—
Seniors[3] . . .	T. T.	—	—	—	—	—	—	—[3]	—[3]	—[3]	16[4]	10
One-year special students . . .	—	—	—	—	—	—	—	—	—	—	—	—
Totals . .	—	29	—	—[2]	—	20	—	—[3]	—[3]	—[3]	16[4]	10

[1] This includes resident courses at Framingham Normal School.
[2] From September 12, 1928, to June 13, 1929.
[3] Course changed from three- to four-year course, September, 1926.
[4] Completed three-year diploma course; three of these returned for further study and two completed program in February, 1929.

Group IV. Evening practical art (women)

Boston I . . .	T. T. P. I.	39	6	15	26	20	9	—	—	27	10	—
Boston II . .	T. T. P. I.	28	6	15	22	15	7	4	12	24	4	6
Fitchburg I . .	T. T. P. I.	79	7	10	77	37	21	7	4	78	6	4
Totals . .	—	146	7	40	125	48	37	11	16	129	20	10

Group V. Continuation (men)

Fitchburg I . .	T. T.	33	3	20	32	23	5	3	25	33	33	27
Totals . .	—	33	3	20	32	23	5	3	25	33	33	27
Fitchburg II . .	P. I.	39	11	5	38	26	—[1]	—[1]	—[1]	39	—[1]	—[1]
Totals . .	—	39	11	5	38	26	—[1]	—[1]	—[1]	39	—[1]	—[1]

[1] Teaching in State-aided schools.

Group V. Continuation (women)

Fitchburg I . .	T. T.	12	5	20	12	9	11	1	—	12	—	2
Totals . .	—	12	5	20	12	9	11	1	—	12	—	2
Fitchburg II . .	P. I.	32	6	10	31	22	—[1]	—[1]	—[1]	32	—[1]	—[1]
Totals . .	—	32	6	10	31	22	—[1]	—[1]	—[1]	32	—[1]	—[1]

[1] Teaching in State-aided schools.

TABLE No. 8. — *Statistics of teacher-training from Sept. 1, 1928, to Aug. 31, 1929* — Continued

Group VI. Itinerant teacher-training

TYPE OF SCHOOL	Number of schools	Number of visits made to schools	Number of teachers in service	Number of visits made individual teachers	Number of teachers rendered special service
1	2	3	4	5	6
Day and evening industrial (boys and men)	54	129	698[1]	358	103
Continuation (boys)	43	121	182[1]	152	79
Agricultural schools and departments	21	217	94[1]	565	36
Day and evening industrial (girls and women)	3	37	74[1]	36	19
Continuation (girls)	44	160	181[1]	324	54
Day household arts	23	115	181[1]	207	45
Evening practical art	38	166	467[1]	411	82

[1] This figure includes the Director.

TABLE No. 8. — *Statistics of teacher-training from Sept. 1, 1928, to Aug. 31, 1929* — Concluded

Group VII. Number of Teachers in State-aided Schools and Changes in Personnel of Teaching Force

All schools (men and women)

TYPE OF SCHOOL	TEACHERS IN SERVICE SEPT. 1, 1928		NEW TEACHERS ADDED DURING THE YEAR TO JUNE 30, 1929		TEACHERS LEAVING THE SERVICE DURING THE YEAR TO JUNE 30, 1929		TEACHERS IN SERVICE AT CLOSE OF YEAR JUNE 30, 1929		TEACHERS LEAVING SERVICE DURING SUMMER JUNE 30—AUG. 31, 1929		NEW TEACHERS ADDED DURING SUMMER JUNE 30—AUG. 31, 1929		TEACHERS IN SERVICE SEPT. 1, 1929		TOTAL TEACHERS LEAVING THE SERVICE DURING YEAR		TOTAL NEW TEACHERS ADDED DURING YEAR	
	Shop	Academic	Shop	Academic	Shop	Academic	Shop	Academic	Shop	Academic	Shop	Academic	Shop	Academic	Shop	Academic	Shop	Academic
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Day industrial (boys)	201[1]	101[1]	48[1]	29[1]	3	3	246[1]	127[1]	11	18[1]	8	8	243[1]	117[1]	14	21[1]	56[1]	37[1]
Day industrial (girls)	54	17[1]	5	3[1]	3	—	56	20[1]	7	3[1]	2	—	51	17[1]	10	3[1]	7	3[1]
Evening industrial (men)	240[1]	4[1]	24	1[1]	19	1[1]	245[1]	4[1]	37	—	29[1]	—	237[1]	4[1]	56[1]	1[1]	53[1]	1
Day household arts	120[1]	62[1]	7	3	5	1	122[1]	64[1]	25[1]	15	10[1]	8	107[1]	57[1]	30[1]	16	17[1]	11
Evening practical art	410[1]	31[1]	50[1]	1[1]	17	1	443[1]	31[1]	100[1]	3[1]	31	2[1]	374[1]	30[1]	117[1]	4	81[1]	3
Part-time co-operative	31[1]	34	11	5	10	4	32[1]	35[1]	4[1]	14	—	3	28[1]	24	14[1]	18	11[1]	8
Continuation (girls)	94	78	7	3	2	1	99	80	17	10	—	2	82	72	19	11	7	5
Continuation (boys)	84[1]	97	5	7	3	5	86[1]	99[1]	5	11[1]	4	4	85[1]	92[1]	8	16[1]	9	11[1]
Agricultural	40	18[1]	8	1	7	2	41	17[1]	4	3	3	—	40	14[1]	11	5	11	1
Agricultural department (day)	30[1]	7[1]	1	—	—	—	31[1]	7[1]	6[1]	1[1]	4[1]	—	29[1]	6[1]	6[1]	1[1]	5	—

[1] This figure includes the Director.

TABLE No. 9. — *Number of different minors 14 to 16 years of age, who, within the calendar year, Jan. 1 to Dec. 31, 1929, were employed while schools were in session, as per returns*

Group I. Cities

[Cities in bold-faced type are those conducting continuation schools]

	CITIES	Population, State Census, 1925	Number of Minors 14 to 16 years of Age October 1, 1928			Total Number of Different Minors Employed Within the Town (City) under Authority of Forms C, C2, D, or G, as Reported by the Town (City)		
			In registration of minors	In public school membership	In private school membership	Boys	Girls	Total
		1	2	3	4	5	6	7
1	**Boston**	779,620	27,005	19,950	3,506	4,003	3,440	7,443
2	**Worcester**	190,757	5,465	5,050	738	733	927	1,660
3	**Springfield**	142,065	4,976	3,563	733	533	578	1,111
4	**Fall River**	128,993	4,476	2,331	457	1,472	1,720	3,192
5	**Cambridge**	119,669	3,465	2,563	521	568	516	1,084
6	**New Bedford**	119,539	4,057	2,539	462	1,153	1,304	2,457
7	**Lowell**	110,296	3,614	2,274	657	656	736	1,392
8	**Lynn**	103,081	3,107	2,607	242	278	326	604
9	**Somerville**	99,032	2,932	2,382	351	155	127	282
10	**Lawrence**	93,527	3,226	2,242	623	475	450	925
11	**Brockton**	65,343	2,227	1,872	92	237	214	451
12	**Holyoke**	60,335	1,950	1,135	470	277	389	666
13	**Quincy**	60,055	2,161	1,647	80	95	21	116
14	**Newton**	53,003	1,998	1,407	350	68	123	191
15	**Malden**	51,789	1,963	1,699	197	125	122	247
16	**Haverhill**	49,232	1,734	1,243	226	246	208	454
17	Medford	47,627	1,453	1,214	98	73	63	136
18	**Chelsea**	47,247	1,975	1,469	247	226	237	463
19	**Pittsfield**	46,877	1,719	1,235	220	303	299	602
20	**Fitchburg**	43,609	1,412	898	286	197	267	464
21	**Salem**	42,821	1,306	726	293	203	400	603
22	**Everett**	42,072	1,773	1,437	50	119	206	325
23	**Chicopee**	41,882	1,643	1,063	232	206	253	459
24	**Taunton**	39,255	1,439	1,036	145	278	333	611
25	**Waltham**	34,746	1,168	717	339	85	89	174
26	Revere	33,261	1,615	1,205	104	45	87	132
27	**Northampton**	24,145	747	461	107	93	182	275
28	**Gloucester**	23,375	747	631	16	120	112	232
29	**North Adams**	22,717	932	640	170	157	133	290
30	**Beverly**	22,685	943	866	10	53	44	97
31	**Leominster**	22,120	757	432	69	192	285	477
32	**Attleboro**	20,623	717	580	22	147	124	271
33	Melrose	20,165	743	661	—	4	2	6
34	Peabody	19,870	646	612	34	90	38	128
35	**Westfield**	19,342	908	575	93	89	89	178
36	Gardner	18,730	669	484	185	127	70	197
37	Woburn	18,370	673	486	86	85	34	119
38	**Marlborough**	16,236	513	290	62	160	145	305
39	Newburyport	15,656	473	402	68	68	70	138
	Totals	2,909,767	99,327	72,624	12,641	14,194	14,763	28,957

Group II. Towns of 5,000 population or over

[Towns in bold-faced type are those conducting continuation schools]

	TOWNS							
40	Brookline	42,681	1,158	862	276	25	11	36
41	**Watertown**	25,480	628	552	37	44	87	131
42	Arlington	24,943	1,000	883	81	35	23	58
43	Framingham	21,078	721	669	15	58	80	138
44	Methuen	20,606	758	589	42	83	103	186
45	Weymouth	17,253	637	593	28	14	13	27
46	Winthrop	16,158	474	468	—	9	5	14
47	Wakefield	15,611	601	600	1	38	12	50
48	**Southbridge**	15,489	585	328	124	70	126	196[1]
49	West Springfield	15,326	510	390	50	104	56	160

[1] Reports from other towns bring this total to 201.

TABLE No. 9. — *Number of different minors 14 to 16 years of age, etc.*—Con.

Group II. Towns of 5,000 population or over — Concluded

	TOWNS — Con.	1	2	3	4	5	6	7
50	Belmont	15,256	588	504	41	18	11	29
51	Greenfield	15,246	543	525	9	48	30	78
52	**Milford**	14,781	630	447	70	132	122	254
53	**Clinton**	14,180	526	339	46	95	153	248
54	Norwood	14,151	524	524	—	8	13	21
55	Dedham	13,918	554	461	30	37	11	48
56	**Adams**	13,525	695	350	52	159	187	346
57	**Webster**	13,389	604	233	107	159	200	359
58	**Braintree**	13,193	527	408	52	71	59	130
59	Plymouth	13,176	632	507	—	50	56	106
60	Natick	12,871	447	388	20	27	25	52
61	Milton	12,861	310	266	41	6	1	7
62	Saugus	12,743	498	445	—	9	2	11
63	Danvers	11,798	378	328	1	37	24	61
64	**Easthampton**	11,587	495	296	52	104	154	258
65	Winchester	11,565	441	325	110	13	8	21
66	Amesbury	11,229	394	248	96	30	45	75
67	Palmer	11,044	495	326	93	58	62	120
68	Fairhaven	10,827	346	279	30	36	34	70
69	**Andover**	10,291	233	187	2	36	36	72
70	**Northbridge**	10,051	353	231	15	102	110	212
71	North Attleborough	9,790	296	191	33	66	74	140
72	Athol	9,602	393	298	4	85	84	169
73	Bridgewater	9,468	286	200	—	82	67	149
74	Middleborough	9,136	335	274	6	31	30	61
75	Stoneham	9,084	341	283	39	29	29	58
76	Wellesley	9,049	515	490	19	6	9	15
77	Dartmouth	9,026	341	257	11	83	79	162
78	Needham	8,977	311	300	3	42	37	79
79	Swampscott	8,953	375	340	30	4	9	13
80	**Ludlow**	8,802	421	240	37	98	104	202
81	Reading	8,693	347	331	5	12	5	17
82	**Ware**	8,629	351	242	23	81	58	139
83	Marblehead	8,214	253	235	12	7	3	10
84	Hudson	8,130	231	173	28	74	61	135
85	Montague	7,973	326	284	19	31	48	79
86	Rockland	7,966	199	112	—	19	18	37
87	Maynard	7,857	304	276	—	8	23	31
88	Stoughton	7,857	300	221	20	15	17	32
89	Whitman	7,857	249	234	1	14	13	27
90	Lexington	7,785	360	327	12	11	2	13
91	Concord	7,056	132	106	25	26	4	30
92	Franklin	7,055	245	231	3	16	13	29
93	Grafton	6,973	217	101	—	61	45	106
94	North Andover	6,839	224	185	23	8	19	27
95	South Hadley	6,609	313	203	4	34	38	72
96	Mansfield	6,590	260	228	–	22	26	48
97	Chelmsford	6,573	242	184	9	13	4	17
98	Spencer	6,523	203	171	32	70	62	132
99	Walpole	6,508	264	234	1	9	12	21
100	Millbury	6,441	288	174	48	30	36	66
101	Great Barrington	6,405	152	138	2	28	20	48
102	Dracut	6,400	107	51	3	9	7	16
103	Westborough	6,348	191	150	—	26	7	33
104	Agawam	6,290	287	227	—	36	29	65
105	Winchendon	6,173	202	173	—	85	55	140
106	Uxbridge	6,172	239	165	13	5	32	37
107	Hingham	6,158	214	187	18	6	9	15
108	Ipswich	6,055	259	194	8	31	53	84
109	Amherst	5,972	222	211	—	28	18	46
110	Canton	5,896	169	112	51	13	30	43
111	Abington	5,882	258	228	3	27	9	36
112	Shrewsbury	5,819	247	208	2	19	12	31
113	Barnstable	5,774	191	178	—	12	1	13
114	Randolph	5,644	226	152	24	25	17	42
115	Wareham	5,594	188	149	—	14	13	27
116	Easton	5,333	172	169	—	2	2	4
117	Orange	5,141	172	143	—	35	26	61
118	Monson	5,089	138	126	—	12	4	16
	Totals	828,467	29,841	23,637	2,092	3,215	3,232	6,447

TABLE No. 9. — *Number of different minors 14 to 16 years of age, etc.*—Con.

Group III. Towns of less than 5,000 population and maintaining high schools

	TOWNS — Con.	1	2	3	4	5	6	7
119	Foxborough	4,934	135	121	—	5	3	8
120	Billerica	4,913	192	176	3	17	7	24
121	Somerset	4,818	206	104	7	9	5	14
122	Blackstone	4,802	181	114	13	3	4	7
123	Falmouth	4,694	222	212	—	18	13	31
124	Templeton	4,368	155	127	1	19	12	31
125	Westport	4,207	181	104	4	52	34	86
126	Leicester	4,110	171	150	22	38	32	70
127	Dalton	4,092	136	136	—	11	13	24
128	Lee	4,058	148	137	11	14	9	23
129	Oxford	4,026	182	102	—	45	42	87
130	Williamstown	4,006	139	116	1	27	16	43
131	Warren	3,950	165	92	26	71	67	138
132	Rockport	3,949	165	145	—	2	—	2
133	Medfield	3,867	57	56	1	—	6	6
134	Provincetown	3,787	104	104	—	6	3	9
135	Westford	3,571	155	127	—	18	19	37
136	East Bridgewater	3,538	135	118	—	12	6	18
137	Wilmington	3,515	129	126	1	—	1	1
138	Holden	3,436	125	118	—	9	6	15
139	Barre	3,329	125	115	6	14	48	62
140	Holbrook	3,273	114	101	2	6	1	7
141	Swansea	3,250	151	124	—	6	1	7
142	Wrentham	3,214	30	26	2	1	—	1
143	Hopedale	3,165	94	80	5	4	1	5
144	Nantucket	3,152	61	61	—	6	—	6
145	Medway	3,144	113	109	—	15	21	36
146	West Bridgewater	3,121	141	121	—	2	1	3
147	Sharon	3,119	123	95	—	—	—	—
148	Hardwick	3,046	108	73	29	32	30	62
149	North Brookfield	3,046	131	84	42	46	32	78
150	Ayer	3,032	84	83	1	3	2	5
151	Bourne	3,015	120	112	—	2	4	6
152	Deerfield	2,968	128	116	6	6	4	10
153	Cohasset	2,913	94	82	6	2	—	2
154	Weston	2,906	112	89	22	2	—	2
155	Belchertown	2,905	85	64	—	22	16	38
156	Lenox	2,895	124	107	—	2	1	3
157	Hadley	2,888	162	106	—	19	8	27
158	Holliston	2,812	102	97	—	5	4	9
159	Pepperell	2,779	90	72	5	9	16	25
160	Norton	2,769	96	73	1	13	13	26
161	Hanover	2,755	91	87	—	6	2	8
162	Scituate	2,713	70	65	1	—	—	—
163	Hatfield	2,702	120	84	—	31	29	60
164	Lancaster	2,678	83	39	4	4	6	10
165	Hopkinton	2,580	78	77	2	—	7	7
166	Kingston	2,524	95	92	—	4	2	6
167	Ashland	2,521	79	74	2	1	—	1
168	Manchester	2,499	89	89	—	4	—	4
169	Groveland	2,485	70	66	—	6	3	9
170	Groton	2,428	79	69	8	2	1	3
171	Acton	2,387	94	94	—	8	3	11
172	Douglas	2,363	98	93	—	2	5	7
173	Avon	2,360	86	70	7	3	5	8
174	Merrimac	2,349	65	61	—	7	—	7
175	Charlton	2,295	83	51	—	8	5	13
176	Wayland	2,255	83	73	10	1	1	2
177	Rutland	2,236	35	19	—	—	—	—
178	Sutton	2,174	90	63	2	3	2	5
179	Harwich	2,077	24	39	—	—	—	—
180	Southborough	2,053	53	51	—	3	1	4
181	Hamilton	2,018	60	56	2	—	—	—
182	Williamsburg	1,993	87	68	—	13	8	21
183	Upton	1,988	56	53	2	8	9	17
184	Northborough	1,968	77	72	—	3	1	4
185	West Boylston	1,916	67	54	—	2	2	4
186	Townsend	1,895	79	56	1	5	1	6
187	Lunenburg	1,875	—	68	—	6	5	11
188	Stockbridge	1,830	54	43	4	3	2	5

TABLE No. 9. — *Number of different minors 14 to 16 years of age, etc.*—Con.

Group III. Towns of less than 5,000 population and maintaining high schools — Concluded

	TOWNS — Con.	1	2	3	4	5	6	7
189	Northfield	1,821	81	76	—	1	1	2
190	Millis	1,791	58	53	2	20	8	28
191	Marshfield	1,777	62	61	—	—	—	—
192	Dennis	1,749	49	49	—	—	1	1
193	Chatham	1,741	46	48	—	—	1	1
194	Duxbury	1,688	68	56	1	—	1	1
195	Sheffield	1,614	41	38	1	—	1	1
196	Huntington	1,543	47	45	—	1	—	1
197	Shelburne	1,538	39	39	—	1	—	1
198	Yarmouth	1,532	39	39	—	2	—	2
199	Sterling	1,516	45	37	—	—	—	—
200	Chester	1,514	53	52	—	1	—	1
201	Plainville	1,512	56	43	9	3	8	11
202	Pembroke	1,480	47	43	—	1	1	2
203	Sandwich	1,479	43	42	—	1	—	1
204	Norwell	1,466	46	46	—	—	—	—
205	Tisbury	1,431	43	43	—	—	—	—
206	Littleton	1,411	40	40	—	2	2	4
207	Essex	1,403	35	34	—	2	—	2
208	Brookfield	1,401	47	34	—	5	21	26
209	Sudbury	1,394	60	28	32	5	1	6
210	West Newbury	1,337	44	44	—	1	—	1
211	Oak Bluffs	1,314	55	45	—	6	3	9
212	Edgartown	1,235	39	37	—	—	—	—
213	Stow	1,185	44	40	—	4	1	5
214	Orleans	1,078	37	43	—	—	1	1
215	Dover	1,044	34	19	14	—	—	—
216	Mendon	1,030	34	31	—	1	—	1
217	New Marlborough	991	27	27	—	—	—	—
218	Sherborn	929	28	26	1	—	—	—
219	Ashfield	919	36	34	—	4	—	4
220	Topsfield	915	39	32	6	—	—	—
221	Ashby	907	44	38	—	1	3	4
222	Bernardston	844	53	51	—	—	—	—
223	Brimfield	840	19	18	—	2	—	2
224	Charlemont	820	2	2	—	2	—	2
225	Wellfleet	786	20	20	—	—	—	—
226	Brewster	774	22	20	—	—	—	—
227	Princeton	773	21	21	—	3	—	3
228	Petersham	672	18	18	—	1	—	1
229	New Salem	519	12	9	—	—	—	—
230	Cummington	508	8	8	—	2	—	2
	Totals	265,520	9,197	7,830	328	798	655	1,453

Group IV. Towns of less than 5,000 population and not maintaining high schools

231	Tewksbury	4,985	80	52	21	—	—	—
232	Auburn	4,927	193	180	—	18	13	31
233	Dudley	4,594	233	93	60	40	92	132
234	Seekonk	4,191	164	127	5	31	27	58
235	Acushnet	4,135	208	71	21	23	45	68
236	Longmeadow	3,333	137	109	5	15	18	33
237	Dighton	3,208	127	111	—	11	6	17
238	East Longmeadow	3,134	112	96	3	6	9	15
239	Bellingham	2,877	92	65	3	7	4	11
240	Wilbraham	2,833	130	86	4	9	23	32
241	Hull	2,652	35	35	—	—	—	—
242	Shirley	2,394	39	31	1	13	19	32
243	Millville	2,366	74	42	—	6	5	11
244	Rehoboth	2,332	111	78	1	6	1	7
245	Hanson	2,166	84	84	—	2	5	7
246	Ashburnham	2,159	75	41	23	32	15	47
247	Raynham	2,128	87	72	—	3	4	7
248	Georgetown	1,888	55	26	29	3	4	7
249	Westminster	1,884	16	12	—	4	—	4
250	Sturbridge	1,845	56	39	—	9	9	18

TABLE No. 9. — *Number of different minors 14 to 16 years of age, etc.*—Con.

Group IV. Towns of less than 5,000 population and not maintaining high schools — Continued

	TOWNS — Con.	1	2	3	4	5	6	7
251	Cheshire	1,842	40	35	—	9	3	12
252	Salisbury	1,820	60	52	4	19	2	21
253	Westwood	1,706	53	52	—	—	—	—
254	North Reading	1,689	94	13	81	4	—	4
255	Middleton	1,667	43	43	—	—	2	2
256	Freetown	1,663	65	40	—	6	5	11
257	Nahant	1,630	44	43	—	1	—	1
258	Colrain	1,562	58	58	—	5	5	10
259	Mattapoisett	1,556	65	51	—	4	—	4
260	Buckland	1,555	59	59	—	1	—	1
261	Bedford	1,514	63	60	—	1	1	2
262	Lakeville	1,439	46	35	—	3	2	5
263	Newbury	1,432	30	27	1	6	1	7
264	Burlington	1,431	61	43	—	—	—	—
265	Rowley	1,408	56	45	—	—	1	1
266	Russell	1,398	57	47	—	3	1	4
267	Erving	1,334	28	27	—	1	—	1
268	Lynnfield	1,331	51	51	—	6	1	7
269	West Brookfield	1,314	38	33	—	3	2	5
270	Carver	1,306	51	33	—	5	3	8
271	Lincoln	1,306	42	38	4	3	—	3
272	Sunderland	1,290	53	42	—	11	6	17
273	Marion	1,271	52	37	8	—	1	1
274	Southwick	1,267	51	39	1	37	27	64
275	Whately	1,229	62	45	—	8	6	14
276	Clarksburg	1,222	56	32	2	6	6	12
277	Norfolk	1,213	36	34	—	2	—	2
278	West Stockbridge	1,212	39	39	—	—	—	—
279	Lanesborough	1,181	55	43	1	7	3	10
280	Wenham	1,145	44	41	1	—	—	—
281	Berkley	1,118	52	29	1	3	1	4
282	Tyngsborough	1,107	28	21	—	7	4	11
283	Rochester	1,100	61	47	—	1	—	1
284	Berlin	1,071	23	21	—	3	2	5
285	Hubbardston	1,067	39	30	—	3	—	3
286	Hinsdale	1,044	7	7	—	5	—	5
287	Harvard	996	20	10	10	—	—	—
288	Boylston	970	50	50	—	—	1	1
289	Conway	931	36	30	—	—	1	1
290	East Brookfield	929	27	25	—	4	4	8
291	Gill	918	31	30	—	—	—	—
292	Southampton	916	41	34	—	3	—	3
293	Royalston	821	34	28	1	1	5	6
294	Granby	810	40	33	—	7	3	10
295	Bolton	801	26	22	—	5	—	5
296	Becket	778	14	13	—	1	—	1
297	Enfield	749	36	36	—	—	—	—
298	Leverett	664	32	20	—	1	—	1
299	Dana	657	19	18	—	—	—	—
300	Hampden	632	28	23	—	—	3	3
301	Richmond	619	19	19	—	—	—	—
302	Halifax	614	32	30	—	—	—	—
303	Granville	609	22	20	—	6	2	8
304	Paxton	591	38	33	—	—	1	1
305	Boxford	581	15	12	—	—	—	—
306	Oakham	525	15	14	—	1	—	1
307	Pelham	519	13	12	—	2	—	2
308	Plympton	511	21	19	—	1	—	1
309	Carlisle	510	27	27	—	—	—	—
310	Hancock	510	15	13	—	3	1	4
311	Truro	504	15	15	—	1	1	2
312	Eastham	494	12	12	—	—	—	—
313	Sandisfield	480	15	13	—	—	—	—
314	Egremont	477	17	17	—	—	—	—
315	Greenwich	450	7	7	—	—	—	—
316	Chesterfield	445	19	9	—	1	—	1
317	Blandford	437	13	10	—	—	—	—
318	Wales	434	10	8	—	1	—	1
319	Worthington	429	15	14	—	1	—	1
320	New Braintree	423	29	22	—	—	1	1

TABLE No. 9. — *Number of different minors 14 to 16 years of age, etc.*—Con.

Group IV. Towns of less than 5,000 population and not maintaining high schools — Concluded

	TOWNS — Con.	1	2	3	4	5	6	7
321	Savoy	399	18	7	—	2	7	9
322	Wendell	397	8	6	—	—	—	—
323	Otis	395	5	5	—	—	—	—
324	Windsor	388	5	5	—	—	—	—
325	Phillipston	384	20	13	—	1	1	2
326	Warwick	364	6	6	—	—	—	—
327	Florida	362	12	10	—	1	1	2
328	Hawley	354	6	5	—	1	—	1
329	Monterey	348	6	6	—	—	—	—
330	Dunstable	338	11	7	1	—	—	—
331	Westhampton	337	13	11	—	—	—	—
332	Boxborough	333	10	9	—	1	—	1
333	West Tisbury	332	11	10	—	—	—	—
334	Heath	298	2	2	—	—	—	—
335	Mashpee	298	—	—	—	—	—	—
336	Rowe	292	2	1	—	—	—	—
337	Plainfield	282	7	6	—	—	—	—
338	Tyringham	280	—	—	—	1	—	1
339	Leyden	270	8	8	—	1	—	1
340	Goshen	251	1	1	—	—	—	—
341	Chilmark	240	6	6	—	—	—	—
342	Washington	231	3	3	—	—	—	—
343	Prescott	230	3	3	—	—	—	—
344	Middlefield	223	7	7	—	—	—	—
345	Alford	221	9	9	—	—	—	—
346	Shutesbury	208	15	9	—	—	3	3
347	Mongtomery	191	5	4	—	—	—	—
348	Gay Head	168	6	5	—	—	—	—
349	Tolland	150	1	—	—	—	—	—
350	Monroe	143	2	1	—	1	—	1
351	Gosnold	142	—	—	—	—	—	—
352	Holland	141	2	2	—	—	—	—
353	Peru	113	—	—	—	—	—	—
354	New Ashford	85	5	2	1	2	1	3
355	Mount Washington	58	—	—	—	—	—	—
	Totals	140,451	4,873	3,709	293	461	420	881
	State	4,144,205	143,238	107,800	15,354	18,668	19,070	37,738

UNIVERSITY EXTENSION

I. *Summary of total enrolment of students throughout the Commonwealth according to type of instruction, — correspondence and class:*

(Period covered, Jan. 19, 1916, when first student enrolled, to Nov. 30, 1929)

Total correspondence enrolment	56,950
Total class enrolment	309,275
Total	366,225

II. *Cities and towns in which extension classes were held from Dec. 1, 1928, to Nov. 30, 1929, subjects taught, and number of students enrolled:*

Amherst: Contemporary drama; Italian art; practical applications of mental hygiene. Total enrolment, 113.

Arlington: Modern merchandising. Total enrolment, 56.

Barnstable: Administrative duties of elementary school principals; advanced English literature; advanced tests and measurements; problems and procedures in adult alien education. Total enrolment, 43.

Billerica: Appreciation of music. Total enrolment, 16.

Boston: Advanced course in piano playing; advanced English expression; advanced French conversation; advanced Gregg shorthand; advertising; American history; appreciation of decorative arts; appreciation of music; appreciation of opera; appreciation of symphonies; arts and crafts; automobile electric ignition and lighting; automobile repair course for women; automobile repairing for owners and operators; Bay State in American literature; batik; beginner's course in piano playing; blueprint reading; blueprint reading and estimating building costs; business administration; business English; business law; business problems;

business psychology; Celtic literature; child psychology; copy writing; conversational French; conversational German; conversational Italian; conversational Spanish; correct use of English; cultural personality; current events; direct advertising; dramatic expression; dramatic workshop; economics; educational sociology; Esperanto; estimating building costs; French lectures; French literature; French pronunciation and diction; good taste in dress; great political thinkers; Gregg shorthand; harmony; India; industrial chemistry; interior home decoration; international affairs; interpretative piano playing; interpretation of modern music; investments; journalism; keeping mentally fit; methods of teaching English to adult immigrants; methods of teaching woodworking; modern and contemporary European writers; parliamentary law; partnership and corporation law; penal institution administration and routine; personal development in business; personal problems in mental hygiene; physical education; piano playing; popular aviation; principles of sociology; psychology applied to business, social, and personal problems; psychology of great men; psychology of personality; psychology of social behavior; psychology of thought; psychology of self-development; public speaking; real estate law; real estate practice; recent books; refrigeration; Russian history; salesmanship; selling car rides; speed stenography; story telling; traveler's French; visual aids in teaching; and qualitative analysis. Courses broadcast by radio: American literature; essentials of drama — how to see and read plays. Total enrolment, 16,899.

Brockton: Correct use of English; practical applications of mental hygiene; public relations and public speaking; real estate law. Total enrolment, 206.

Cambridge: Advanced income tax problems; advanced practice in automotive electricity; advanced radio theory; aeronautical mathematics; airplane design; air transportation; alternating current machinery; appreciation of decorative arts; auditing and public accounting; automobile repair shop and service station management; blueprint reading; business and professional speaking; commercial art; conversational Spanish; correct use of English; current events; Diesel engines; economics; elementary accounting; elementary aeronautics; elementary English and rhetoric; estimating building costs; foreman training; heating and ventilating; income tax procedure; industrial electricity; interpretation of accounts; journalism; Lowell Institute preparatory course; mathematics; mathematics for accounting; methods of estimating and unit costs; navigation; poetry and verse writing; practical calculus; practical radio; principles of accounting; public utility economics; radio repairs; short story writing; structures and rigging; theory and operation of aircraft engines; traffic management; vacuum tubes for radio receiving sets. Total enrolment, 5,540.

Canton: Teaching of language. Total enrolment, 21.

Chelsea: Modern merchandising; penmanship. Total enrolment, 76.

Chicopee: Advanced bookkeeping; advanced typewriting; comptometer; English; shorthand; shorthand dictation; typewriting. Total enrolment, 174.

Clinton: Appreciation of art; the teaching of English in elementary schools. Total enrolment, 63.

Everett: Music of many nations; progressive tendencies in teaching. Total enrolment, 136.

Fall River: Advanced French; blueprint reading; correct use of English; costume design; elementary French; interior home decoration; master portraits of humanity; methods of teaching general science; problems and procedure in adult alien education; recent books; the teaching of oral and silent reading. Total enrolment, 437.

Fitchburg: Advanced English literature; aeronautics; present tendencies in teaching social science. Total enrolment, 78.

Foxborough: Appreciation of music. Total enrolment, 35.

Framingham: Everyday arithmetic; master portraits of humanity. Total enrolment, 33.

Gardner: Appreciation of music. Total enrolment, 30.

Gloucester: Current history; practical applications of mental hygiene. Total enrolment, 159.

Greenfield: Practical psychology; progressive teaching and classroom management; public speaking. Total enrolment, 157.

Haverhill: Blueprint reading; master portraits of humanity; problems and procedures in adult alien education; recent books. Total enrolment, 129.

Holyoke: Advanced typewriting; advanced bookkeeping; algebra; chemistry; civil service; English; French; geometry; junior business training; Latin; me-; chanical drawing; parliamentary law; physics; commercial arithmetic; psychology of personality; public speaking; office appliances; Spanish; stenography; United States history. Total enrolment, 562.

Hudson: Practical applied mathematics. Total enrolment, 74.

Lawrence: Conversational French; dietetics; modern American literature; refrigeration. Total enrolment, 271.

Lenox: Genetic psychology. Total enrolment, 17.

Lowell: Appreciation of art; appreciation of music; automobile repair course for women; blackboard drawing; blueprint reading; classroom management and teaching technique; contemporary literature; conversational French; cost accounting; elementary accounting; modern American literature; music of many nations; parliamentary law; principles of accounting; refrigeration; teaching of oral and silent reading. Total enrolment, 919.

Lynn: Auditing and business law; blueprint reading; business administration; conversational French; current events; current history; ediphone; methods of teaching English to adult immigrants; public speaking; practical electricity; real estate law; recent books; refrigeration; typewriting. Total enrolment, 824.

Malden: Methods in mathematics; public speaking; teaching of English. Total enrolment, 103.

Marlborough: Practical applications of mental hygiene. Total enrolment, 14.

Maynard: Appreciation of art. Total enrolment, 41.

Methuen: Classroom management. Total enrolment, 54.

Needham: Conversational Spanish. Total enrolment, 65.

New Bedford: Civil service arithmetic; civil service English; correct use of English; interior home decoration; methods of teaching English to adult immigrants; modern tendencies in education; psychology of social behavior; psychology of thought; public speaking; recent books; refrigeration. Total enrolment, 463.

Newburyport: Practical applications of mental hygiene. Total enrolment, 45.

North Adams: Advanced educational psychology; advanced English expression; practical applications of mental hygiene; educational sociology; problems and procedures in adult alien education. Total enrolment, 146.

Northampton: Correct use of English; practical applications of mental hygiene; public speaking. Total enrolment, 86.

Norwood: Child psychology. Total enrolment, 90.

Pittsfield: Contemporary literature; psychology of personality; public speaking. Total enrolment, 190.

Plymouth: Practical applications of mental hygiene. Total enrolment, 63.

Quincy. Correct use of English; power plant equipment. Total enrolment, 95.

Rockport: Modern tendencies in education. Total enrolment, 21.

Salem: Appreciation of English poetry; practical applications of mental hygiene. Total enrolment, 127.

Saugus: Study of the child. Total enrolment, 40.

Somerville: Modern drama; public speaking. Total enrolment, 81.

Springfield: Aeronautics; American history; American literature; appreciation of modern music; child psychology; contemporary literature; creative writing; dental theory; dramatic workshop; elementary accounting; elementary aviation; investing in the stock market; keeping mentally fit; origin and growth of public education; magazine and newspaper writing; magazine writing; parliamentary law; physical education for women; practical applications of mental hygiene; principles of accounting; psychology applied to business, social, and personal problems; psychology of self-development; public speaking; radio repairs; reference work for librarians; teaching of English in the elementary grades; teaching of oral and silent reading; tendencies in education. Total enrolment, 1,569.

Stockbridge: Genetic psychology. Total enrolment, 17.

Taunton: Conversational French; interior home decoration; master portraits of humanity; practical applications of mental hygiene. Total enrolment, 153.

Watertown: Current history; modern tendencies in education. Total enrolment, 99.

Webster: Practical applications of mental hygiene. Total enrolment, 53.

Westfield: Correct use of English; educational psychology; public speaking. Total enrolment, 74.

West Springfield: Social philosophy of education. Total enrolment, 48.

Winchester: Appreciation of art; parliamentary law. Total enrolment, 57.

Winthrop: Child psychology. Total enrolment, 57.

Worcester: Advanced English expression; advanced mental hygiene; appreciation of art; automobile repairing for owners and operators; blueprint reading; business English; child psychology; correct use of English; educational tests and measurements; effective speaking; elementary accounting; fundamentals of financial investment; master portraits of humanity; modern tendencies in education; present-day literature; principles of economics; principles of sociology; psychology applied to business, social, and personal problems; public speaking; refrigeration; teaching English in junior high school; teaching of oral and silent reading; tests and measurements; United States history; world geography; world literature. Total enrolment, 965.

Totals: 53 cities and towns; 508 classes; total enrolment, 31,884.

III. *Number of students who have re-enrolled in correspondence courses since the establishment of the Division*

Total (men and women), 17,255

IV. *Number of students enrolled in North Adams Normal School correspondence courses*

1. Average yearly enrolment in first eighteen-year period (1911–1929), 152.[1]
2. Enrolment in 1928–1929, 118.

V. *Summary of Adult Alien education since its establishment under the provisions of chapter 69, sections 9 and 10, General Laws*

1. Enrolment of adult immigrants in English and citizenship classes for school years ending August 31:

1918–19 (before passage of act)	3,281
1919–20	9,030
1920–21	20,475
1921–22	22,242
1922–23	27,658
1923–24	32,337
1924–25	28,903
1925–26	27,759
1926–27	25,123
1927–28	25,101
1928–29	24,846

2. Number of English and citizenship classes conducted for adult immigrants for school years ending August 31:

	1920–21	1921–22	1922–23	1923–24	1924–25	1925–26	1926–27	1927–28	1928–29
In evening schools	750	855	849	968	924	866	807	767	737
In factories	327	366	306	302	240	199	166	186	193
In neighborhood classes (clubs, homes, churches, day classes)	248	294	412	493	509	523	465	444	423
Totals	1,325	1,515	1,567	1,763	1,673	1,588	1,438	1,397	1,353

[1] Many registrations hold over from one year to another.

3. Number of cities and towns operating Aug. 31, 1929, under the provisions of chapter 69, sections 9 and 10, General Laws:

Cities	39
Towns	97
Total	136

4. Number of cities and towns enploying full-time and part-time directors and supervisors for Adult Alien Education, Aug. 31, 1929:

Full-time directors and supervisors	25
Part-time directors and supervisors	63
Total	88

5. Amount of reimbursement distributed by the State for the school year ending Aug. 31, 1929 $148,560 62

VI. Expenditures, July 1, 1928, to June 30, 1929

Salaries	
Administration:	
Director	$6,045 83
Clerks, stenographers, etc.	11,839 83
Instruction:	
Supervisors	12,564 72
Full-time instructors	18,780 00
Full-time clerks, stenographers, etc.	23,679 67
Part-time instructors	56,032 34
Part-time clerical and stenographic service	639 33
General Expenses	
Books, periodicals, and clippings	232 28
Express	710 46
Films and accessories	5,941 89
Furniture	205 95
Material for courses	3,430 73
Postage	3,954 15
Printing	4,748 58
Rent	1,120 72
Stationery and office supplies	1,389 91
Sundries	218 00
Telephone and telegraph	264 00
Textbooks	10,337 44
Travel	6,087 28
Typewriters, other machines and accessories	3,572 35
Total	$171,795 46
Receipts deposited with treasurer	$144,970 86

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